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ABSTRACT

This document presents an overview of the administration, procedures, progress, expansion, and the effectiveness of the project "Training for New Careers in Psychology." Extensive appendices include: course description and schedule; staff resumes and letters of resignation; writings skills questionnaire; course evaluation; evaluation of fieldwork coordinator/supervisor position; report of performance; guidelines for report writing; trainee evaluation forms; application and financial statement forms; student progress report form; program requirements for stipend and non-stipend contracts; fieldwork supervisor's functions and evaluations; ethnic composition of trainees 1975-76; students who left without fulfilling all of the program's requirements and receiving a B.A. degree; summer placements, 1976; trainees' final fieldwork evaluations; graduates of program, 1976; letters of appointment and confirmation regarding the 1976-77 acting director; in-service project workshop; new agencies' job descriptions and letters of commitment; the dynamics of life workshop-course description; ethnic background of project trainees, 1976-77. (Author/EB)

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California State University
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NIMH PROJECT
TRAINING FOR NEW CAREERS IN PSYCHOLOGY
Training Grant #MH-12900-04

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Fourth Year Evaluation
September 1975 - August 1976

Submitted by

ADDISON W. SOMERVILLE, Ph.D.
Project Director

UD018958

PROJECT STAFF

1975 - 76

Project Director	Addison W. Somerville, Ph.D.
Fieldwork Coordinator/ Supervisor	Karen B. Blakely, Ph.D.
Fieldwork Supervisor/Tutor	Keith C. Baynes, B.A. (November 1975 - Present)
Fieldwork Supervisor/Tutor	Dennis Corgiat, B.A. (September 1974 - November 1975)
Fieldwork Supervisor/Tutor	Doris Nash, B.A. (January 1975 - May 1976)
Fieldwork Supervisor/Tutor	Peter Ngissah, M.A. (September 1974 - April 1976)
Fieldwork Supervisor	Leticia Quezada, B.A. (May 1976 - June 1976)
Fieldwork Supervisor/Tutor	Charlotte Sabeh, B.A. (March 1976 - Present)
Fieldwork Supervisor/Technical Editor - Fourth Year Evaluation	James Sweem, M.A. (June 1976 - August 1976)
Project Secretaries	Karen Loscutoff, B.A. (August 1975 - September 1975) Catherine Weeks, M.A. (September 1975 - August 1976)

PROJECT TRAINEES

Seniors:

Stipend

Gloria Jones
Patricia LaMarr
Lacey Nye

Non-Stipend

Jennifer Behnk
Ruth Chappell
Coleen Ireland
Sandra Necco
Geri Wells
Katie (Bonnie) Winstead

Juniors:

Stipend

Agnes Allen
Nora Durbin
Mary Hudak
Judy Jones
Joyce Mack
Jeanette Sanchez

Non-Stipend

Agnes Allen
Fred Braeseke
Alfred Brown
Jean Capel
Patricia Carrington
Nathaniel Churchill
Venetta Hopkins
Wilhelmina Loree
Leonard Mitchell
Jeanette Sanchez

ACKNOWLEDGMENTS

The Director would like to thank his fine staff for their dedication and untiring efforts to make this program a success. He is most indebted to Dr. Karen Blakely, who coordinated the fieldwork aspect of the program and was instrumental in its smooth operation; to Mr. Peter Ngissah, who taught the summer workshop in which the students were able to discuss their fieldwork interactions and share their experiences; to Ms. Charlotte Sabeh, who encouraged her students to analyze their difficulties and learn from them; to Ms. Doris Nash, who conscientiously examined each student's strengths and weaknesses in order to further their academic and personal growth; and to Mr. Keith Baynes, who patiently assisted the students with the complicated statistical aspects of their course work.

The Director would also like to thank Ms. Catherine L. Weeks, who has enhanced the total functioning of the Project, as only an outstanding secretary can. Her efficiency, skill and tack greatly enhanced the cohesiveness of Project members. Her assistance with the collating, typing and proofreading of the data presented in this report is also appreciated. A special thank you must be expressed to Mr. James Sweem for his outstanding professionalism in the writing and editing of this evaluation.

Sincere appreciation is extended to all Project trainees for their enthusiasm, cooperation and efforts throughout the year; without their willing participation in various aspects of the program, this report could not have been completed.

Last, but not least, a special thanks to his wife, Carolyn, and

son, Christopher, for their patience, encouragement, assistance, and support throughout this Project period.

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Chapter I

INTRODUCTION

This fourth year report for the period September 1975 - August 1976 concludes the first year of the second funding cycle of the National Institute of Mental Health's (NIMH) Project, "Training for New Careers in Psychology." The goals of the Project will be restated and all pertinent data regarding expansion and/or changes in the program will be included to help evaluate the Project's success.

The goals of the Project have not changed; they are:

1. To encourage undergraduates to major in Psychology with an ultimate goal of employment in a paraprofessional capacity upon receipt of the B.A. degree.
2. To recruit minority students to major in Psychology rather than restrict themselves to those fields such as teaching, Physical Education, Nursing or Social Work which have traditionally been considered more apt to lead to employment without advance degrees.
3. To establish a working arrangement with the local social agencies whereby students train in fieldwork positions without salary in return for full-time employment upon graduation if their work is satisfactory and a position is available.
4. To broaden the employment field for Psychology majors by increasing the number and variety of paraprofessional positions in which one could utilize

psychological training and background.

5. To formulate new job descriptions for positions which would meet the agencies' needs and creatively utilize the student's particular skills and abilities.

The procedures for the selection of the students, academic aspects of the program, and the fieldwork component of the Project, which were implemented to meet these objectives, have also remained basically unchanged.

Except for minor changes in content and class format, the academic program has been unaltered. Three Project related courses are required: "Psychology of Ethnic Minorities" and "Techniques of Paraprofessional Interactions," which were taught during the Spring semester (for course descriptions, see Appendix A of the Third Year Evaluation), and a weekly seminar, "Workshop in the Psychology of Intergroup Relations," which was taught during the summer. (Appendix A contains the course description.)

There were, however, several changes in Project personnel. Mr. Dennis Corgiat resigned in November, 1975 from the position of Tutor to accept another position; Mr. Keith Baynes was hired to fill that vacancy. In April, 1976, Mr. Peter Ngissah also resigned from the position of Tutor to devote full attention to his doctoral dissertation. He continued, however, in his role as instructor of the courses "Techniques in Paraprofessional Interactions" and the summer workshop. Ms. Charlotte Sabeh was hired to replace him as Tutor. Finally, Ms. Doris Nash, the other Tutor, resigned in May, 1976 to fulfill her commitments to the

Head Start program and the research of her Master's thesis. Ms. Leticia Quezada was hired to assume the position of summer Fieldwork Supervisor. Unfortunately, Ms. Quezada resigned in June, 1976 to accept another position. Mr. James Sweem replaced her as the summer Fieldwork Supervisor and, because of his previous association with the program, was able to assume the responsibilities of the position. (The staff resumes can be found in Appendix B ; staff letters of resignation can be found in Appendix C.)

Chapter II

ADMINISTRATIVE AND PROCEDURAL CHANGES AND PROPOSED CHANGES

As the program evolved, the methods and procedures for supervising, tutoring, and recording the student's progress have been refined and a number of suggestions have been propounded. Many of the administrative and procedural changes that were put into effect last year have proved to be thoroughly satisfactory and thus have been maintained.

In the past, summer fieldwork has commenced immediately after the completion of final examinations. The rationale for this procedure has been to maintain continuity for those students in fieldwork placements during the academic year. This year, however, a majority of the students felt that a week's interval prior to beginning their full-time summer placements would have provided a beneficial respite. Such a procedural change would also allow necessary pre-summer organizational time for Project staff. Otherwise, they are simultaneously dealing with administrative and fieldwork matters related to the end of the academic session and the organization and commencement of summer fieldwork. Further, some students who had to change placements because their former positions were not available during the summer encountered time conflicts between different agencies.

In view of the foregoing, it is proposed that future summer fieldwork commence a week after the end of the academic session. This change, of course, will have to be sufficiently flexible to consider those agencies whose needs require year-round student placements.

The 1974-1975 Progress Report indicated that most of the students encountered difficulties related to limited language art skills. Self-paced programmed grammar textbooks were made available to the students

as a suggested remediation.¹

A survey of the students was conducted to determine the extent to which they utilized the programmed grammar textbooks during the past academic year. (Appendix D contains this survey). Thirteen of the nineteen surveys were returned for evaluation. The surveys indicated that all thirteen students were aware of the self-paced textbooks' availability. The textbooks were considered beneficial by the three students who had the opportunity to utilize the program. Two students thought the textbooks were unnecessary for their specific writing goals. Of the remaining eight students, seven indicated insufficient time was the primary reason for not using the textbooks. The comments reflected the overall consensus of time as the hindering factor in usage of the programmed grammar textbooks.

The necessity for syntax and fluent writing skill development for "Training for New Careers in Psychology" students is evidenced by the number of rewrites and corrections required of fieldwork placement reports. An alternative which might alleviate the time limitation for attending to this important aspect of academic expertise would be to include the self-paced writing program as an integral portion of the eight-week summer seminar. A segment of each meeting would be set aside for fieldwork supervisors to review critical areas with individual students. In addition, this time would permit students who have mastered basic writing skills to enhance their writing ability and concentrate on format and style.

Congruent with last year's procedure, students were requested to

1. Blumenthal, J. English 3200. (2nd ed.) N. Y.: Harcourt Brace Jovanovich, Inc. 1972.

respond to a course evaluation of the weekly seminar, "Workshop on the Psychology of Inter-Group Relations re: Fieldwork Interactions." The trainee's responses to the questionnaire revealed that about two-thirds felt that the course format was workable. Several students indicated that a two hour class meeting, instead of the three hour one presently required, would better meet their time structure requirements since they are working forty hours per week in the field. Some members also felt that making the goals and objectives of the course more explicit would be advantageous to class functioning.

Approximately one-half of the class participants indicated that they were pleased with the class activities. About one-half found that the course had been helpful in assisting with their summer fieldwork. Class activities focused primarily around individual students' descriptions of their field placements and discussions of significant weekly events or interactions. The underlying rationale was to increase students' insight into agency cultures, awareness of existing gaps between agency objectives and clients' needs, and to enhance students' skills in handling staff conflicts. Two-thirds commented that participation in the class increased their understanding of inter-group relations. About one-third of the members indicated that they liked the group exercises; one-third did not comment on their reaction to the exercises; and one-third of the members indicated that they disliked the exercises. (The Course Evaluation Form and the mean responses to instructor characteristics are reported in Appendix E).

Appendix F contains the trainees' responses to an evaluative questionnaire of the position of Fieldwork Coordinator. While the procedure for evaluating the tutors and fieldwork supervisors was

continued, the evaluation from was revised to include dimensions specifically tailored to their performance. The Fieldwork Coordinator evaluated the three Fieldwork Supervisors. (See Appendix G for these evaluations). The Fieldwork Checklist remained unchanged. (See Appendix H for Checklist Summaries). Guidelines for writing weekly, monthly and final fieldwork reports were revised. (See Appendix I for the revised forms). The Fieldwork Evaluation Forms were altered with respect to performance scales. (See Appendix J).

The application forms for admission to the Project were revised to include more specific questions and a confidential financial aid form was substituted for a request for aid letter. (See Appendix K). A Student Progress Report (Appendix L) was developed and later retracted because of unfavorable responses from faculty members and students as to its value. Stipend and non-stipend contracts were revised as well as the written Program Requirements. (The new documents are included in Appendix M).

Chapter III

PROGRESS REPORT

Fewer significant staff personnel changes during the period 1975-1976 resulted in smoother operation of the Project. Ms. Catherine L. Weeks worked as Project Secretary from September 1975 to August 1976. She then resigned to pursue her doctoral degree in Bilingual Education and is presently enrolled at Stanford University. Dr. Karen B. Blakely assumed the position as Fieldwork Supervisor/Coordinator in August 1975 and presently continues in that position. One of Dr. Blakely's first duties was to write a clarification of the Fieldwork Supervisor's functions (see Appendix N). In addition to fieldwork supervision, Dr. Blakely has also performed other roles. For example, on November 8, 1975, she was one of three participants in a taped thirty-minute television documentary featuring off-campus learning experiences for CSUS students. This show was aired on a local television station on at least two occasions during 1976, and provided valuable public exposure and advancement for the Project.

Appendix O shows the ethnic composition of students who participated in the Project. The students were classified according to ethnicity, sex, age, class standing, and stipend status. Nineteen students completed their program for the academic year 1975-76. Of the total number of students, nine (47%) were Blacks, eight (43%) were Whites, one (5%) was Chicana, and one (5%) was Indian. Sixteen participants were women and three were men. When the students are categorized by age, eight (42%) were in the 20-29 age range; eight (42%) were in the 30-39 age range; and three (16%) were in the 40-50 age range. The table shows

that ten students (53%) were juniors and nine (47%) were seniors. To assist students financially, the Project awards eight stipends yearly. Therefore, eight (42%) of the students receive financial aid. All trainees receiving stipends were women.

The above data parameters are global because all percentages are based on the total population. The following data are based on the number of students within each ethnic group: Of the nine Blacks, six (67%) were women and three (33%) were men. Of this population, the men were evenly distributed across the age categories. Four (67%) of the women were in the 30-39 age range and two (33%) were in the 20-29 age range. All black men were juniors, while three (50%) of the black women were juniors and three (50%) were seniors. Three (33%) of the black students received stipends. All white Project students were women. Of these eight students, three (38%) were in the 20-29 age range; three (38%) were in the 30-39 age range; and two (24%) were in the 40-50 age range. Five (63%) were seniors and three (37%) were juniors. Of the eight white women, three (38%) received financial aid and five (62%) did not. Because the Chicano and Indian populations were small, a single individual in each category, they will both be discussed concomitantly. Both individuals were women and both were in the 20-29 age range. The chicana student was a junior and the indian student was a senior. Both received stipends.

While minimal staff changes were made during the 1975-1976 period, seven trainees left the Project without fulfilling all of the program's requirements. (See Appendices C and P.) Three students were admitted to the Project midyear; Messrs. Nathaniel Churchill and Alfred Brown were accepted as juniors in February 1976; Ms. Geri Wells was accepted as a senior in February 1976 and graduated in August 1976.

In spite of these personnel changes, the NIMH program is structured so that continuity can be maintained and adjustments and shifts are made with relative ease. This probably resulted from the fact that contracts with each agency are flexible and uniquely suited to that agency's needs. The Director has the freedom to modify and change personnel and role as the situation demands.

From all indications, the fieldwork positions entailed a myriad of psychologically-oriented tasks which were greatly beneficial to the emotional and social growth of the students as well as the agencies. (See Fieldwork Supervisor's Final Evaluations in Appendix Q). All of the students expressed their enthusiasm about the learning experiences gained. A list of the summer placements can be found in Appendix R and the Trainee's Final Evaluations can be found in Appendix S.

In August 1976 seven trainees graduated from the Project and received B.A. degrees. Ms. Jennifer Behnk plans to continue volunteer activities at the Community Counseling Center of Oak Park and has a good opportunity for employment as a paraprofessional there or at the South Area Mental Health Clinic. Ms. Ruth Chappell has applied for the position of Training Officer I with the State of California Department of Food and Agriculture. Ms. Patricia LaMarr resigned from her placement prior to graduation, but has an excellent chance of being hired by the agency when a position becomes available next Fall. Ms. Sandra Necco will enter the Master's Program in the School of Social Work at CSUS in Fall. Ms. Lacey Nye plans to continue doing volunteer community mental health work and apply to the Master's Program in Social Work at CSU, San Jose. Ms. Geri Wells is seeking employment as a Counselor with the Sacramento Comprehensive Youth Program. Ms. Bonnie Winstead will be

taking examinations for full-time employment with the Sacramento County Public Conservator's Office. Appendix T contains the post-graduate plans of these students.

Since Dr. Somerville will be on sabbatical leave during the academic year 1976-1977. Dr. Gerald Frincke was appointed by the Psychology Faculty as acting Project Director. This appointment was confirmed by Dr. James G. Bond, President CSUS. (See Appendix U for letters of appointment and confirmation).

A workshop was conducted during May, 1976 to facilitate the Fieldwork Supervisors' entry into their positions and to familiarize Dr. Frincke with the functioning of the Project. (See Appendix V for workshop syllabus). All persons involved felt the workshop provided a valuable orientation for the new Fieldwork Supervisors. Specifically, role-playing, reviewing agency files, and reviewing students' fieldwork reports were viewed as valuable features of the workshop. Several participants mentioned that they viewed the opportunity for mutual exchange and sharing of ideas worthwhile and developed closer working relationships with staff members.

Although there was general agreement that the Project would benefit from the revision of various Project forms, the fieldwork supervisors felt that group work on these revisions was not an efficient use of workshop time. The syllabus prepared for the workshop was seen to enhance productivity. The incoming Project Director found the workshops extremely valuable for learning the details of Project functioning, developing rapport with the staff, and developing a working knowledge of the agencies and students involved with the Project.

In summary, the participants felt that the workshops were worth the time and effort and that they should be continued in the future. Some

modifications in procedure, timing, and planning would increase the efficiency of the workshops and reduce time needed to accomplish goals.

Chapter IV

PROGRAM EXPANSION

Since the last reporting period, many beneficial developments have occurred which suggest that expansion of the program is feasible. The Psychology Department Faculty at CSUS has become increasingly interested and involved with the Project. On numerous occasions, colleagues have volunteered to interview applicants for this program, given priority to Project trainees for class admissions, and willingly agreed to function as advisors for these selected students. Therefore, this increased interest should facilitate future expansion of the program.

Five new agencies have been added to the Project's list of fieldwork placements. These are: 1) Arnold Homes for Children, Inc.; 2) North Area Mental Health Clinic; 3) Program for Adult Student Admission and Re-Entry (PASAR); 4) Sacramento Urban Indian Health Project, Inc.; and 5) Senior Health Day Care Center. The South Area Mental Health Clinic, University of California, Davis, already a cooperating agency, provided an additional placement. The job descriptions for these placements are included in Appendix W.

The Project was also affected by governmental budgetary constraints. Phoenix Fellowship, Inc., formerly a cooperating agency, was closed due to their loss of funding support. Although no fieldwork placements were lost, Sacramento County withdrew their prior funding of three county agency positions. Written confirmation by letter dated June 22, 1976, is also included in Appendix W.

As a result of Rio Americano High School's becoming a participating agency during 1975, a new fieldwork placement was added in their Mentally

Gifted Minor's (MGM) program. Ms. Nora Durbin taught a class, "The Dynamics of Life Workshop" in this program. An evaluation of this course she wrote is included in Appendix X as an outstanding accomplishment.

Initially, the original proposal was written to accept a total of sixteen students per year. However, because of the University's cost sharing commitment, the Project staff will be able to supervise a total of twenty-two students for the upcoming year. Therefore, twelve new candidates (two seniors and ten juniors) have been accepted into the program for the 1976-1977 year. Two of the juniors were awarded stipends; the other eight juniors and the seniors were designated as non-stipend trainees. This makes a total of eight stipend students (five seniors and two juniors) and fifteen non-stipend students (seven seniors and eight juniors). (See Appendix Y for ethnic data on new and continuing trainees).

The trainees include seventeen females and five males ranging in age from twenty to forty-six years. The following chart further clarifies the composition of the group:

<u>Age Range</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>
20 - 29	2 Black 3 White 1 Chicana 1 Asian American	1 Black 1 White	9
30 - 39	2 Black 5 White	1 Black	8
40 - 50	1 Black 2 White	2 Black	5
	17	5	22

CHAPTER V

EVALUATION OF PRODUCT OBJECTIVES OF THE "TRAINING FOR NEW CAREERS IN PSYCHOLOGY" PROJECT

PRODUCT OBJECTIVES OF PROJECT

The product objectives of the Project were to attract undergraduate students into a psychology major that would prepare them for employment in a paraprofessional capacity upon receipt of the B.A. degree. An emphasis was also placed on recruiting minority students.

CRITERIA FOR SUCCESS

Two relatively global measures were used at this stage of the Project to indicate if the Project had, in fact, fulfilled these product objectives. The first was whether or not the program graduates are employed in a paraprofessional field directly related to their undergraduate training. A second and equally viable index of success was the continuation of these students in further post-graduate academic training programs. Although students in this latter category have not yet entered the work force, their continued education would increase the likelihood of their employment in some psychology-related positions.

PROJECT POPULATION AND CONTROLS

One important question in the evaluation of the Project was the specification of the population against which its success could properly be gauged. Not surprisingly, no one group was entirely satisfactory as a

control. Two control groups were used in the present evaluation.

One group of controls was those students who had dropped out of the Project for one reason or another. This group of students would seem to most closely resemble the group that finished the program in terms of their demographic data.

There were 34 students who had some program involvement and had graduated by the end of June, 1976. Of these 34 students, 19 had completed the program and 15 had dropped out of the program before graduation. Demographic data on these two groups of students are given in Table 1.

Table 1
Demographic Characteristics of Students Completing
and Not Completing the Project

	N	% Non- White	% Female	AGE	GPA at B.A.
Finished Program	19	53	68	27	3.2
Dropped Out	15	40	73	29	3.2

Inspection of Table 1 indicates that these two groups were closely matched on their various demographic characteristics such as ethnicity, sex, age, and GPA at graduation. A chi-square test for the former two variables and an analysis of variance for the latter two groups confirmed the hypothesis that there was no statistical relationship between staying in the program and these demographic characteristics ($\chi^2(1) = .537$, $\chi^2(1) = .097$, $F(1,32) < 1$, $F(1,32) < 1$). Such data suggest that the program dropouts could serve as a control, since this group of students only

appears to differ from those that finished in terms of whether they finished the program or not.

A second control group was the pool of undergraduate students enrolled at the University. A survey of demographic information was available for 182 students who received their B.A. in Psychology. This group, however, had certain difficulties in being considered a control group. The first problem was that Psychology is a popular major and appeals to a wide range of interests. Some students want to learn more about themselves; some others find it a convenient major (flexible requirements); and finally, some others chose it to provide training for later work capacity. Unfortunately, the survey of B.A. graduates cannot differentiate among these different types of Psychology majors. Presumably, most students in the Project are serious students interested in an employment capacity related to their training, while the general population of psychology majors would tend not to have similar goals.

A second problem was that the groups differed in their sexual composition, ethnicity, GPA, and other equally important variables. Data on some demographic variables for this group are given in Table 2.

Table 2
Demographic Data on a Group of Psychology
Majors Not in the Project

% Non-White	% Female	AGE	GPA
10	58	27	3.1

A contrast of data in Table 2 with data in Table 1 indicates that the

students in the program were quite different in terms of the demographic characteristics when compared to the general population of Psychology B.A. students. In view of this it was decided that the best control group for evaluation of obtaining jobs in psychology-related fields may be program drop outs. However, comparisons will also be made to the general group of psychology students.

RESULTS

Ethnic Recruiting

Thirty-four students were recruited for the Project who have graduated with a Bachelor of Arts Degree. Forty-seven percent of these students belonged to minority groups, while only 10% of the students in the general population obtaining a Psychology B.A. were minority students. This difference is statistically significant with a proportions test ($p < .001$). These results indicated that the program has been successful in recruiting minority students.

Employment or Graduate School Criteria

Table 3 contains the number of students in the program or who have dropped out of the program that have met the success criteria of being in graduate school or being employed in a paraprofessional capacity.

Table 3
Success of People Dropping Out of Project
and Graduating From Project

	Success	Failure
Project Dropout	15 4	4 11

The results presented in Table 3 indicate 79% of those students who graduated from the program are employed in a paraprofessional capacity or going to graduate school, while only 27% of the drop outs are doing so. In the general population of Psychology graduate students who participated in the survey the success figure was 49%. Both these latter two percentages are significantly less than the degree of success obtained by the program graduate (test of uncorrelated proportions, both p 's < .001).

A chi-square on the data presented in Table 3 was significant ($\chi^2(1) = 7.29, p < .01$, corrected). This result indicates that graduation from the project is a statistically significant predictor of later employment in a paraprofessional capacity or enrollment in graduate school. The degree of correlation between the program and success was .64, indicating the program accounts for 41% of the variance. In most job or program selection situations a validity coefficient of this size is extremely rare. In addition, such large validity coefficients have very high practical utility.

It is of interest to look at the type of success that was enjoyed by those 19 students who achieved a success rating. The data on Graduate school versus employment are given for these 19 students in Table 4.

Table 4
Type of Success for the 19 Successful Students

	Employment	Graduate School
Program	8	7
Dropouts	3	1

The results given in Table 4 indicate success of both dropouts and program graduates was about equally split between employment and graduate school. This compares favorably with 52% of the successful people in the general Psychology B.A. program going to graduate school and 48% being employed in a paraprofessional capacity. The main difference between those students who completed the program and those students who don't, or students in the general Psychology B.A. program, is in terms of the program's 79% success rate compared to 47% for the general Psychology B.A. program and 27% for the program dropouts.

An examination of the relationship of demographic variables such as sex, ethnicity, GPA and age indicated there was no systematic relationship between any of these variables and success. Such data, which is now only loosely used to recruit students, would appear not to be optimum for selection purposes, since they do not characterize the dropout from the graduate nor the successful from the unsuccessful. It would be of interest to examine other types of possible selection information in the next year such as socioeconomic status, birth order, motivational level, etc.

CONCLUSIONS

The results clearly indicate that the Project is meeting its product objectives. The Project has been highly successful in the recruiting of minority students into a psychology major. The program has also been very successful in placing its graduate students in paraprofessional capacities, placing 79% of its graduates to date.

APPENDICES

APPENDIX A
COURSE DESCRIPTION AND SCHEDULE

COURSE SYLLABUS

PSYCHOLOGY 196
WORKSHOP IN THE PSYCHOLOGY OF
INTER-GROUP RELATIONS. RE:
FIELDWORK INTERACTIONS

INSTRUCTOR:
Mr. Peter Ngissah

SUMMER 1976

UNITS: Three (3)

DATES: May 24 - July 14 (Official Class Dates: June 21 - July 30)

PLACE: Psychology Department, Room 258

TEXT: None required

I. COURSE REQUIREMENTS

Students will be required to attend weekly class meetings and to actively participate in class activities.

The focus of the course will be on the students' on-the-job interactions and activities including any possible job-related conflicts that may arise.

The class will also devote much time discussing the content and process of counseling. Consequently, there will be role playing and use of selected videotape materials. Students will often be selected to role play significant incidents that occurred in the past week which involved the student and his/her work. Care should be taken to maintain confidentiality with regards to the identities of agency personnel, materials and "customers" involved.

II. GRADING

Grading will be on a credit/no credit basis and the criteria for passing will be based solely on class participation, mandatory class attendance and completion of all fieldwork reports and assignments.

III. GOALS AND OBJECTIVES

Students will be expected to:

1. Develop insight into the culture of the various agencies in which they are presently working. In this regard, emphasis will be placed on counseling and communication skills.
2. Gain awareness into possible conflicts between individual/group social needs and agency objectives.
3. Acquire understanding and capabilities to deal effectively with such conflicts as they arise.

PSYCHOLOGY 196A - WORKSHOP IN THE PSYCHOLOGY OF INTER-GROUP RELATIONS. RE: FIELDWORK INTERACTIONS

DATE	TIME	TOPIC	SPEAKER	A-V MATERIALS	REQUIREMENT	DUE DATE
MAY 26	7-9:50	ORGANIZATION GENERAL INTRODUCTION AND OVERVIEW OF COURSE	INSTRUCTOR AND FIELDWORK SUPERVISORS	NONE	NONE	
JUNE 2	7-9:50	TAPE - "THIS IS ME" BY C. ROGERS PROCESSING OF TAPE	DR. SOMERVILLE	"THIS IS ME"	WEEKLY FIELDWORK REPORTS	JUNE 2
JUNE 9	7-9:50	COUNSELING PROCESS AND PROCESSING OF FILM	DR. SOMERVILLE	"THE FRIGID WOMAN"	WEEKLY FIELDWORK REPORTS	JUNE 9
JUNE 16	7-9:50	DISCUSSION FIELDWORK PLACEMENT	SELECTED STUDENTS	NONE	WEEKLY FIELDWORK REPORTS	JUNE 16
JUNE 23	7-9:50	FILM AND PROCESSING FILM AND PROCESSING	INSTRUCTOR	"BECAUSE THAT'S MY WAY" "FOR ADULTS ONLY"	WEEKLY FIELDWORK REPORTS	JUNE 23
JUNE 30	7-9:50	DISCUSSION FIELDWORK PLACEMENT	SELECTED STUDENTS	NONE	WEEKLY FIELDWORK REPORTS	JUNE 30
JULY 7	7-9:50	TO BE ANNOUNCED	LETICIA QUEZADA	NONE	WEEKLY FIELDWORK REPORTS	JULY 7
JULY 14	7-9:50	DISCUSSION FIELDWORK PLACEMENT EVALUATION OF COURSE, INSTRUCTORS AND FIELD- WORK SUPERVISORS	SELECTED STUDENTS CLASS	NONE	WEEKLY FIELDWORK REPORTS FINAL FIELDWORK REPORTS	JULY 14 JULY 14

APPENDIX B
STAFF RESUMES

RESUME

KEITH C. BAYNES
7701 College Town Drive, Apt. 21
Sacramento, California 95826

BIRTHPLACE: Ravanna, Ohio
BIRTHDATE: June 16, 1949

SOCIAL SECURITY NUMBER: 560-76-6295

EDUCATIONAL BACKGROUND

DATES

DEGREES

1971 - 1973	American River College 4700 College Oak Drive Sacramento, California Major: Psychology	A.A.
1973 - 1976	California State University 6000 J Street Sacramento, California Major: Psychology	B.A.
1976 - Present	California State University 6000 J Street Sacramento, California Major: Psychology	M.A. (In Progress)

AREAS OF INTEREST:

Social Psychology, Social Psychological Experimentation, Statistics, Counseling (with teenagers, adults, and juvenile delinquents), and Theories of Personality.

EXPERIENCE

Research Assistant
(September 1975 - Present)

William Samuel, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

DUTIES: Procured subjects for each week that the study was conducted. Also ran all subjects through the project and when all necessary subjects had been run, helped analyze and interpret the collected data. Assisted in the writing of the final paper for submission for publication.

Tutor
(November 1975 - Present)

NIMH Project, Training for
New Careers in Psychology
Psychology Department
California State University
6000 J Street
Sacramento, California

DUTIES: Tutored seven of the students in the NIMH Project, ten hours per week. Tutorial assistance was provided in those areas of academic study in which the students encountered difficulty. This included critiquing papers written for their classes, conducting study groups designed to prepare them for examinations, discussing non-academic problems and concerns that could impair their scholastic performance, and acting as a liaison between the students and the Project. Responsible for submitting weekly reports to inform the Director of each student's progress.

Research Assistant
(April 1976 - Present)

Janet Shaban, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

DUTIES: Made video tapes utilized during the running of the study; procured subjects to participate in the experiment; and assisted in the analysis, interpretation and writing of the final results.

Fieldwork Supervisor
(May 1976 - July 1976)

NIMH Project, Training for
New Careers in Psychology
Psychology Department
California State University
6000 J Street
Sacramento, California

DUTIES: Visited community agencies where Project students were placed for summer fieldwork; familiarized the agencies with the supervisor and vice versa; observed students on the job and prepared a final evaluation of their performance. Maintained appropriate contact with their on-the-job supervisor and obtained evaluations of each student's performance; discussed any problem areas encountered and possible remedies for the difficulty. Maintained weekly contact with each student to discuss their placement, areas of concern and areas requiring improvement. Submitted weekly reports to inform Director of students' progress. Read and critiqued students' weekly fieldwork reports. Attended weekly Project class in which students shared their experiences, learned techniques for interacting with agency personnel in order to improve their positions and better understand the agency and agency goals.

Teacher's Assistant
(February 1976 - May 1976)

William Samuel, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

DUTIES: Helped students with design and theoretical problems related to the experiment assigned as the semester requirement. After the data had been collated, assisted students with problems related to the statistical analyses.

Teacher's Assistant
(September 1975 - December 1975)

William Samuel, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

DUTIES: Formulated, administered, and graded tests for a social psychology course.

Student Volunteer
(January 1973 - April 1973)

Laurel Hills School
Garfield Avenue
Sacramento, California

DUTIES: Assisted the teacher with the children's physical education program, including exercises designed to improve their coordination in kicking, running, and movements involved in playing team games. Assisted the mathematics teacher in teaching basic math and math concepts. Supervised children's lunch time to insure that they sat at the appropriate tables and exhibited acceptable dining behavior.

Tree Thinner
(June 1974 - September 1974)
(June 1975 - October 1975)

United States Forest Department
El Dorado National Forest
Pacific House, California

DUTIES: Thinned out trees on various plantations to provide remaining trees with adequate growing area. Built fire lines so as to help slow down the spread of fire, if one occurred.

Janitor
(January 1973 - November 1973)

Commercial Building Maint.
5228 Elvas Avenue
Sacramento, California

DUTIES: Provided janitorial services for several banks, a library, a court house, and a savings and loan establishment. Later, transferred to the Pacific Telephone Company's office on Watt Avenue, as a full-time janitor and performed the same duties as mentioned above.

Store Clerk
(June 1971 - November 1971)

Seven Eleven Store
6440 Greenback Lane
Citrus Heights, California

DUTIES: Accepted incoming merchandise, stocked shelves, and sold groceries.

HONORS

Dean's Honor List, American River College, 1971 - 1973.
Dean's Honor List, California State University, Sacramento,
1974 - 1976.

REFERENCES

William Samuel, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

John Scheauble, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

Arthur Sherman Jr., Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

Janet Shaban, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

Addison W. Somerville, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California

RESUME

KAREN B. BLAKELY

BIRTHPLACE: Chicago, Illinois

BIRTHDATE: August 3, 1936

SOCIAL SECURITY NUMBER: 358-28-9283

EDUCATIONAL BACKGROUND

<u>Dates</u>		<u>Degrees</u>
1959	Santa Rosa Junior College Santa Rosa, California	A.A.
1966	California State University Sacramento, California Major: Psychology	B.A.
1968	California State University Sacramento, California Major: Psychology Thesis: An Investigation of the Preference for Racial Identification Terms Among Negro and Caucasian Children.	M.A.
1976	University of Manitoba Winnipeg, Manitoba, Canada Major: Clinical Psychology Dissertation: Chronic Renal Failure: A Study of Death Anxiety in Dialysis and Kidney Transplant Patients.	Ph.D.

AREAS OF INTEREST: Psychological Aspects of Serious/Terminal Illness;
Death and Dying; Clinical Assessment; Projective
Techniques; Psychotherapy; The Culturally Disad-
vantaged; Personality Theory; Developmental Psy-
chology.

EXPERIENCE

Fieldwork Supervisor/Coordinator
(September 1975 - Present)

NIMH Project - Training for New
Careers in Psychology
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Supervised and counseled upper division psychology stu-
dents from a variety of cultural and ethnic backgrounds
in fieldwork placements with local agencies during the
academic year. During the summer months, coordinated the

supervision and regular evaluation reports by other agency and Project supervisors. Acted as liaison between the Project Director, the University, and community agency personnel. Formulated new job descriptions for paraprofessional positions.

Arranged fieldwork visits for students to observe agency operations, and matched agency needs and students' interests and abilities in making fieldwork assignments. Maintained contact with agency employees who were students' immediate supervisors to obtain evaluations of students' performance and to observe students on the job. Held individual student conferences to provide counseling in the areas of interpersonal relationships on the job, agency culture, paraprofessional responsibilities and skills, and appropriate job-related behavior. When specific problems occurred, conferred with the agency supervisor and student and took appropriate action to resolve job-related conflicts. Insured that appropriate counseling referrals were made for students whose personal problems interfered with successful job performance.

Conducted periodic business meetings with Project students and staff, and held periodic workshops to promote the acceptance and effectiveness of the programs. Will serve as instructor for summer Project course, "Workshop on the Psychology of Intergroup Relations. Re: Fieldwork Interactions." Wrote portions of the formal yearly Project report and wrote the Continuing Grant Application to the National Institute of Mental Health.

Co-Director, Clinical Research
and Treatment Evaluation Project
(September 1973 - August 1975)

Children's Home of Winnipeg
1219 Lorette Avenue
Winnipeg, Manitoba, Canada

DUTIES: Designed a research program to evaluate the treatment program for emotionally disturbed children and adolescents in several residential treatment centers. Evaluated instruments available for assessing the attainment of treatment goals, taking into consideration the broad age range and mixed racial composition of the treatment population. Validated appropriate self-concept instrument by utilizing discharged treatment population, tested treatment and control group populations in a pre and post-test design, analyzed results, and wrote project report.

Clinical Internship
(September 1971 - September 1972)

Dr. Robert Martin
Department of Psychiatry
Health Sciences Center - General
700 William Avenue
Winnipeg, Manitoba, Canada

DUTIES: Intensive experience with long-term, in-depth psychotherapy;

psychological assessment of children, adolescents, and adults; extensive clinical experience with the Stanford-Binet, Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, Wechsler Preschool and Primary Scale of Intelligence, Rorschach, Thematic Apperception Test, and other projective instruments, vocational tests, and tests of school readiness; vocational and behavioral guidance for stroke, amputee, and respiratory hospital patients; team experience in working with other disciplines in patient assessment and management; play therapy with emotionally disturbed children; family therapy; consultations with teachers in a northern Manitoba settlement at Hudson's Bay, with particular emphasis on assessing Indian children with reference to behavioral and educational problems.

Clinical Practicum
(September 1969 - May 1971)

Psychological Service Centre
University of Manitoba
Winnipeg, Manitoba, Canada

DUTIES: Supervised experience in psychological assessment and psychotherapy with children, adolescents, and adults; application of behavior therapy techniques; group therapy; family therapy; case and program consultations with a social work agency.

Ph.D. Graduate Assistant
(September 1968 - May 1971)

Department of Psychology
Psychological Service Centre
University of Manitoba
Winnipeg, Manitoba, Canada

DUTIES: Delivered lectures in introductory psychology, personality, and abnormal psychology courses. Supervised M.A. students in administration, scoring, interpretation and report writing of individual intelligence tests. Graded examinations and term papers of undergraduate psychology students.

Psychological Evaluator
(June 15 - August 15, 1969)

Department of Special Services
North Sacramento School District
Sacramento, California

DUTIES: Project evaluator for special education summer session (TITLE VI Project). Observed and interviewed classroom teachers, selected and prepared evaluation instruments, did statistical analysis of results, and wrote final project report.

M.A. Graduate Assistant
(September 1966 - June 1968)

Dr. Addison W. Somerville
Department of Psychology
California State University
Sacramento, California

DUTIES: Delivered lectures in undergraduate developmental psychology

courses. Prepared and graded examinations and individual project reports of undergraduate psychology students. Resolved with individual students any conflicts over examination grades and counseled students regarding individual projects.

PART-TIME POSITIONS

Co-Instructor
(April 1976)

External Degree Program
California State University
Sacramento, California

DUTIES: Served as Co-Instructor for a workshop, "The Psychology of Health Care," in the External Degree Program for Bachelor of Science in Health Care Administration. Developed course content, appropriate resource materials, and lectured on a psychological study of the individual in the health care system. The workshop emphasized: (a) the psychological aspects of serious illness; (b) socio-cultural factors affecting the patient's and family's adjustment to illness; (c) adaptation of the patient to the health care facility; (d) attitudes and problems of medical staff encountered in treating patients with serious illness; and, (e) death and dying.

Lecturer
(Spring 1973)

St. Boniface General Hospital
School of Nursing
Winnipeg, Manitoba, Canada

DUTIES: Delivered a series of lectures on developmental psychology, covering psychological development from infancy through old age.

CONSULTANT POSITIONS

Consultant
(May 1976 - Present)

Renal Unit
Health Sciences Centre - General
700 William Avenue
Winnipeg, Manitoba, Canada

DUTIES: Served as part-time research and clinical consultant to a hemodialysis unit.

Special Consultant
(June 1968)

California State Department of
Education
Coordinator of Research and
Teacher Education
Sacramento, California

DUTIES: Reviewed, analyzed, and evaluated research projects within the area of pre-school education. Wrote summaries, analyses of findings, and interpretations for use by consultants in the field of compensatory education.

Consultant
(March 1968 - June 1968)

Educational Resources Agency
1854 Fulton Avenue
Sacramento, California

DUTIES: Compiled annotated bibliographies on various problems under consideration by the United States Office of Education. Reported on current programs being conducted, proposed solutions under study, and experts available for consultation.

PUBLICATIONS

Blakely, Karen B. The Unique Needs of Culturally Disadvantaged Negro Students Vis-a-Vis the Counseling Services of the Pupil Personnel Program. Proceedings of the 76th Annual Convention of the American Psychological Association, 1968, 621-622.

Blakely, Karen B. and Somerville, Addison W. An Investigation of the Preference for Racial Identification Terms Among Negro and Caucasian Children. Journal of Negro Education, Fall, 1970, 314-319.

Blakely, Karen B., Brodsky, Marvin, Shady, Gary, and Staley, Douglas. Children's Home of Winnipeg: Treatment Evaluation. Winnipeg, Manitoba, Canada: Children's Home of Winnipeg, 1976.

MEMBERSHIPS

Psi Chi

American Psychological Association, Associate Member

Divisions: 1) Clinical Psychology; 2) Society for the Psychological Study of Social Issues

REFERENCES

Addison W. Somerville, Ph.D.
Professor of Psychology
California State University
Sacramento, California 95819

Morgan Wright, Ph.D.
Professor of Psychology
University of Manitoba
Winnipeg, Manitoba, Canada

Terry Hogan, Ph.D., Director
Clinical Psychology Training Program
Psychological Service Centre
University of Manitoba
Winnipeg, Manitoba, Canada R3E 0W3

Ashley E. Thomson, M.D., F.A.C.S.
Director, Renal Unit
Health Sciences Centre - General
700 William Avenue
Winnipeg, Manitoba, Canada

Marvin Brodsky, Ph.D.
Associate Professor of Psychology
University of Manitoba
Winnipeg, Manitoba, Canada R3E 0W3

Joseph Heller, Ph.D.
Professor of Psychology
California State University
Sacramento, California 95819

RESUME

GERALD L. FRINCKE

BIRTHPLACE: Highland Park,
Michigan

SOCIAL SECURITY NUMBER: 377-36-8193

BIRTHDATE: September 7, 1937

EDUCATIONAL BACKGROUND

DATES

DEGREES

1960

San Jose State University
San Jose, California
Major: Psychology

B.A.

1963

University of Illinois
Urbana, Illinois
Major: Psychology
Thesis: A Correlational Study
of Stimulus Characteristics
Influencing the Free Recall of
Nouns.

M.A.

1964

University of Illinois
Urbana, Illinois
Major: Psychology
Dissertation: A Multivariate
Analysis of Free-Recall Learning.

Ph.D.

AREAS OF INTEREST:

General psychology; statistics and research design; psychology and theology; teaching of psychology; experimental psychology.

EXPERIENCESabbatical Leave from California
State University, Sacramento
Visiting Scholar
(September 1975 - June 1976)Graduate Theological Union
2465 Le Conte Avenue
Berkeley, California 94709

DUTIES: Studied theology, charismatic renewal, integration of psychology and theology.

Professor and Chair
(September 1974 - August 1975)Department of Psychology
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Administered large psychology department with thirty-eight faculty and seven staff. Scheduled classes, prepared and administered operating budget, facilitated committee operations, advised problem cases, acted as liaison between

Department of Psychology and Dean of School of Arts and Sciences and also central university administrators. General problem solving. Taught psychology senior thesis and seminar course in the Fall, Psychology as a Career in the Spring. Chaired and served on Master's Committees.

Associate Professor of Psychology
(September 1971 - August 1974)

Department of Psychology
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Regularly taught two semester sequence of statistics and research design. Chaired and served on Master's thesis committees, directed individual research.

Associate Professor
(June 1970 - August 1971)

Educational Systems Center
United States Naval Academy
Annapolis, Maryland

DUTIES: Designed and implemented evaluation of computer assisted instruction projects at the United States Naval Academy. This involved statistical evaluation of course performance and attitude changes of midshipmen as related to their abilities, attitudes and achievements prior to instruction. Wrote evaluation reports. Edited and revised evaluation reports of others. Made verbal progress reports to officials at Bureau of Naval Personnel in Washington, D.C.

Associate Professor of Psychology
(September 1968 - June 1970)
Assistant Professor of Psychology
(September 1967 - August 1968)

Department of Psychology
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Taught courses in Introductory Psychology, Statistics and Research Design, Human Learning, Experimental Psychology Laboratory. Normal faculty advising and committee assignments. Directed individual and Master's thesis projects.

National Institutes of Health
Post-Doctoral Trainee
(July 1966 - June 1967)

Institute of Human Learning
University of California
Berkeley, California 94720

DUTIES: Self-directed study and writing. Attended various graduate seminars sponsored by Institute of Human Learning.

Assistant Professor of Psychology
(September 1965 - June 1966)
Instructor in Psychology
(September 1964 - August 1965)

Department of Psychology
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Taught courses in Introductory Psychology, Experimental Psychology of Learning, Learning Theory, Memory, Physiological

Psychology, and Personality. Directed Master's thesis projects, advised students, served on department and University committees.

Graduate Teaching Assistant
(September 1963 - June 1964)

Department of Psychology
University of Illinois
Urbana, Illinois

DUTIES: Taught laboratory sections of Introductory Psychology course. Wrote and graded exams for lecture section of course.

Graduate Research Assistant
(September 1962 - August 1963)

Training Research Laboratory
University of Illinois
Urbana, Illinois

DUTIES: Assisted in the design and execution of research projects related to programmed instruction. Data gathering and analysis. Report writing.

Graduate Research Assistant
(September 1961 - August 1962)

Speech Research Laboratory
University of Illinois
Urbana, Illinois

DUTIES: Data gathering and analysis.

Graduate Research Assistant
(June 1961 - August 1961)

Institute for Personality
and Motivation Research
University of Illinois
Urbana, Illinois

DUTIES: Wrote items for personality tests. Constructed testing apparatus. Pretested personality test items.

Graduate Teaching Assistant
(June 1961 - July 1961)

Department of Home Economics
Child Development Laboratory
University of Illinois
Urbana, Illinois

DUTIES: Assisted in nursery school setting, caring for 4-5 year old children. This job was designed to acquaint us with young children to facilitate future research with them.

Graduate Research Assistant
(September 1960 - June 1961)

Office of Instructional
Television
University of Illinois
Urbana, Illinois

DUTIES: Analyzed questionnaire data for project involving teaching sociology via television. Some report writing.

INSTITUTES AND SHORT COURSES ATTENDED

National Science Foundation Summer Institute on Computers in Social and Behavioral Science, University of Colorado. Five weeks, Summer 1968.

Career Development Institute for Creative College Teaching. California State University, Long Beach. Four weeks, August 1972.

National Science Foundation Chataqua Short Course in Mathematical Modeling and Computing. Two weekends, November 1972, March 1973.

PROFESSIONAL ORGANIZATIONS

American Psychological Association

Western Psychological Association (Film and Audio-Visual Chairman for 1975 Convention)

Western Association of Christians for Psychological Studies (Newsletter Editor and Regional Director, 1975--)

Lutheran Academy for Scholarship

PAPERS READ AT PROFESSIONAL MEETINGS

Frincke, G., Thomson, C.W. and Johnson, R.C. Word value as related to word frequency. Western Psychological Association Convention, San Jose, California, April, 1960.

Johnson, R.C., Thomson, C.W. and Frincke, G. Word value, word frequency, and visual duration threshold. Western Psychological Association Convention, San Jose, California, April, 1960.

Frincke, G. A correlational study of stimulus characteristics influencing the free-recall of nouns. Midwestern Psychological Association Convention, Chicago, Illinois, May, 1963.

Frincke, G. A multivariate analysis of free-learning. Western Psychological Association Convention, Long Beach, California, April, 1966.

Frincke, G. and Demuth, L. Therapy center: a research game for teaching statistics. Western Psychological Association Convention, San Francisco, California, April, 1974.

JOURNAL ARTICLES

Johnson, R.C., Thomson, C.W. and Frincke, G. Word values, word frequency, and visual duration thresholds. Psychological Review, 1960, 67, 332-342.

Previous Article reprinted in C.W. Backman and Paul F. Secord (eds.) Problems in Social Psychology, New York: McGraw-Hill, 1966.

Above Article reprinted in Snider, J.G. and Osgood, C.E. (eds.) Semantic Differential Technique: A Source Book, Chicago: Aldine, 1969.

Frincke, G. and Johnson, R.C. Word goodness and word frequency in homophone pairs. Psychological Reports, 1960, 7, 470.

Johnson, R.C., Frincke, G., and Martin, L. Meaningfulness, frequency, and affective character of words as related to visual duration threshold. Canadian Journal of Psychology, 1961, 15, 199-204.

Johnson, R.C., Thomson, C.W. and Frincke, G. A response to Stricker's comments on "Word values, word frequency, and visual duration thresholds." Psychological Review, 1962, 69, 239-240.

Stolurrow, L.M. and Frincke, G. A study of sample size in making decisions about instructional materials. Educational and Psychological Measurement, 1966, 26, 643-659.

Frincke, G. Word characteristics, associative-relatedness, and the free-recall of nouns. Journal of Verbal Learning and Verbal Behavior, 1968, 7, 366-372.

Williams, C.H.D., and Frincke, G. The effects of delayed auditory feedback on immediate and delayed recall and recognition. Journal of Experimental Psychology, 1968, 76, 273-276.

Gupton, T., and Frincke, G. Imagery, meditational instructions, and noun position in free-recall of noun-verb pairs. Journal of Experimental Psychology, 1970, 86, 461-462.

SEPARATES

Frincke, G.L., and Stolurrow, L.M. Three methods of processing response data in programmed instruction. Urbana, Illinois: University of Illinois, USOE Title VII, Project No. 711151.01, Technical Report No. 7, July, 1964.

Stolurrow, L.M., Rosen, E.F., Frincke, G.L., Batchelor, D., and Himmel, C. Pilot studies of principles in programming. Urbana, Illinois: University of Illinois, USOE Title VII, Project No. 711151.01, Technical Report No. 9, July, 1964.

Rosen, E.F., Frincke, G.L., and Stolurrow, L.M. Principles of Programming: II. Champaign community unit school district number 4 high schools. Urbana, Illinois: University of Illinois, USOE Title VII, Project No. 711151.01, Technical Report No. 15, September, 1964.

Frincke, G.L., and Stolurow, L.M. A study of sample size in making decisions about instructional materials. Urbana, Illinois: University of Illinois, USOE Title VII, Project No. 711151.10, Technical Report No. 11, February, 1965.

Hazard, R.L. and Frincke, G. Summary validation report on the CAI-1500 Courses Developed at the U.S. Naval Academy, Annapolis: Educational Systems Center, U.S. Naval Academy, February, 1971. No. PR-1070-35R.

Frincke, G. The Naval Academy's Evaluation Design for the CAI-1500 Project No. PR-0371-39, Annapolis, Educational Systems Center, U.S. Naval Academy, April, 1971.

Ross, D.E., and Frincke, G. Evaluation Report for the Naval Academy's CAI - Teletype Project, No. PR-0271-38, Annapolis: Educational Systems Center, U.S. Naval Academy, April, 1971.

Frincke, G. and Rivers, L. CAI-1500 Project Evaluation Report Supplement G to Educational Systems Center, Final Report on the Naval Academy's CAI Project No. PR-0571-43. Annapolis: Educational Systems Center, February, 1972.

RESUME

LETICIA QUEZADA
2400 Arden Way, #19
Sacramento, California 95825
(916) 927-6392

BIRTHPLACE: Santa Barbara,
Chihuahua, Mexico
BIRTHDATE: July 12, 1953

SOCIAL SECURITY NUMBER: 550-92-3744

EDUCATIONAL BACKGROUNDDATESDEGREES

1971 - 1975	University of California Santa Cruz	A.B.
1975 - 1976	California State University Sacramento, California	M.A.

AREAS OF INTEREST

School, Counseling and Personnel Psychology and
Administration.

EXPERIENCE

Fieldwork Supervisor
(May 1976 - June 1976)

NIMH Project-Training for New
Careers in Psychology
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Supervised assigned Project students throughout the duration of my employment. Duties included the writing of weekly reports on the students' fieldwork activities and maintaining contact with agency personnel.

Graduate Tutor
(January 1976 - May 1976)

California State University
Educational Opportunity Program
6000 J Street
Sacramento, California 95819

DUTIES: Tutored undergraduate students in psychology, reading and Spanish. Special emphasis was given to study and critical thinking skills.

Research Assistant
(October 1975 to Present)

Department of Mexican-American
Affairs
730 S Street
Sacramento, California 95816

DUTIES: Carried out a needs assessment of the educational needs of Mexican-American students in the school system of the

Sacramento Diocese. There are a total of fifty schools (forty elementary and ten high schools) in the Diocese.

Interpreter
(October 2, 3, 4, 1975)

National Catholic Conference
of Bishops
Committee for the Bicentennial
Sacramento, California 94826

DUTIES: Interpreted English/Spanish and vice versa during the three-day public hearings held in the Sacramento Diocese.

Field Representative
(June 1975 - September 1975)

Monterey County Youth Corps
901 Blanco Circle
Salinas, California 93901

DUTIES: Was in charge of developing jobs in Monterey County and placing Youth Corps participants. Performed career, academic, and vocational counseling with Program participants on a one-to-one basis, as well as in groups.

Staff Assistant
(September 1974 - May 1975)

University of California
Santa Cruz
Student Personnel
Santa Cruz, California 95064

DUTIES: Processed all personnel forms. Was in charge of a new program developing job opportunities for UCSC students.

Teacher Intern
(June 1974 - September 1974)

Migrant Education
2060 Third Street
Oroville, California

DUTIES: Intern for elementary summer school; supervised three NYC aides.

Field Placement Developer
(September 1973 - June 1974)

University of California
Career Planning and Placement
Santa Cruz, California 95064

DUTIES: Worked with local agencies developing placements where UCSC students could obtain practical experience toward their career goals.

Secretary
(June 1973 - September 1973)

United Council of Spanish-Speaking Organizations
250 E. Tenth Street
Pittsburg, California 94565

DUTIES: Was in charge of all office duties, correspondence, reception, intake of clients, and typing.

FELLOWSHIPS

Health Education Welfare Bilingual/Crosscultural Education Fellowship.

MEMBERSHIP

National Catholic Policy and Research Association.

REFERENCES

Dr. Roberto Segura, Director
Bilingual/Crosscultural Education Program
California State University
Sacramento, California 95819

Mr. Manuel Ferrales, Executive Director
Department of Mexican-American Affairs
730 S Street
Sacramento, California 95816

Dr. Arthur Pearl, Chairperson
Committee on Education
University of California
Santa Cruz, California 95064

Dr. Manuel Ramirez, III
Department of Psychology
University of California
Santa Cruz, California 95064

RESUME

CHARLOTTE H. SABEH
2754 Lerwick Road
Sacramento, California 95821

BIRTHPLACE:
BIRTHDATE: November 8, 1947

SOCIAL SECURITY NUMBER: 237-78-9255

EDUCATIONAL BACKGROUND

DATES

DEGREES

1965 - 1967	University of North Carolina Greensboro, North Carolina Major: Liberal Arts	
1968 - 1969	City University of New York New York, New York Major: Mathematics	
1969 - 1972	California State University San Francisco 1600 Holloway San Francisco, California Major: Psychology	
1972 - 1973	California State University Sacramento 6000 J Street Sacramento, California 95819 Major: Psychology	B.A.
1974 - Present	California State University Sacramento 6000 J Street Sacramento, California 95819 Major: Psychology	M.A. (In Progress)

AREAS OF INTEREST:

Social Psychology Research, Counseling, Physiological Psychology, Research, Cross-Cultural Psychology.

CREDENTIALS

B.A. Psychology
Standard Designated Teaching Credential in Business Education

EXPERIENCE

Fieldwork Supervisor
(May 1976 - July 1976)

NIMH Project, Training for
New Careers in Psychology
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Visited community agencies where supervised Project students were placed; familiarized the agencies with the supervisor and vice versa; observed the students on the job and prepared weekly and a final evaluation of their performance. Maintained appropriate contact with on-the-job supervisors and obtained evaluations of each student's performance; discussed problem areas that may have occurred and discussed possible remedies for the difficulty. Maintained weekly contact with each student to discuss the placement, areas of concern and areas requiring improvement. Read and critiqued students' weekly fieldwork reports. Attended weekly Project class, in which students shared their experiences and learned techniques for interacting with agency personnel in order to improve their positions and better understand the agency and agency goals.

Research Assistant
(September 1975 - Present)

William Samuel, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Procured subjects for each week that the study was conducted. Also ran all subjects through the project and when all necessary subjects had been run, helped analyze and interpret the collected data. Assisted in the writing of the final paper for submission for publication.

Tutor
(November 1975 - Present)

NIMH Project, Training for
New Careers In Psychology
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Tutored seven of the students in the NIMH Project, ten hours per week. The tutorial assistance was given to the students in areas of academic study in which they encountered difficulty. This included critiquing papers written for their classes, conducting study groups designed to prepare them for examinations, talking with students about non-academic problems and concerns that could impair their

scholastic abilities, and acting as a liaison between the students and the Project. Responsible for submitting weekly reports to inform the Director of each student's progress.

Graduate Teaching Assistant
(February 1976 - May 1976)

Arthur W. Sherman, Jr., Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Formulated, administered, and graded tests for a general psychology course. Answered students queries regarding instructional materials and class assignments. Served as liaison between Professor Sherman and students.

Graduate Teaching Assistant
(September 1975 - May 1976)

Addison W. Somerville, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Formulated, administered and graded tests for several psychology courses. Answered students' queries regarding instructional materials and class assignments. Served as liaison between Professor Somerville and students. Co-directed a group of twenty-two students on a weekly basis. Led discussion session and introduced relevant material to the group.

Junior Staff Analyst
(August 1975)

State of California
Commission for Teacher
Preparation and Licensing
1020 O Street
Sacramento, California

DUTIES: Reconciled budget for past fiscal year. Prepared budget for current fiscal year and projected income and expenditures for following fiscal year.

Senior Stenographer
(January 1975 - July 1975)

State of California
Commission for Teacher
Preparation and Licensing
1020 O Street
Sacramento, California

DUTIES: Assisted Chief, Administration in fiscal evaluation. Responsible for authorizing payment for various bills and expenditures. Indicated to General Services Department from which department budget payments were to be made. General office duties including answering phone, typing,

filing and dictation. Responsible for ordering and distribution of general office supplies and charging to correct department budget.

Stenographer II
(August 1973 - December 1974)

State of California
Commission for Teacher
Preparation and Licensing
1020 O Street
Sacramento, California

DUTIES: General secretarial duties for two Consultants. Responsible for up-dating education program submissions by institutions of higher education.

Personnel Assistant
(January 1972 - July 1973)

Barclays Bank of California
111 Pine Street
San Francisco, California

DUTIES: Responsibilities included personnel ad writing and placement; personnel agency liaison, both temporary and permanent agencies; clerical interviewing, management screening and all testing. Duties included all functions of Employee Benefits, new employee orientation for both management and clerical employees, and co-ordination with Payroll. Wholly responsible for Barclays Bank Self-Insured Disability Plan. Processed medical and dental claim forms and answered employee and insurance queries regarding same. Responsible for information gathering, collating and processing information for EEO and various other government reports.

Personnel Secretary
(August 1969 - October 1971)

Morris Plan Co. of California
715 Market Street
San Francisco, California

DUTIES: Clerical interviewing and testing, liaison with both temporary and permanent employment agencies, co-ordination and follow-up of Management Training Program, co-ordination with Payroll and maintained files on over one thousand employees. Duties also included required secretarial function for Personnel Manager.

Secretary to Employee Benefits
Manager and Training Manager
(August 1967 - June 1969)

Mobil Oil Corporation
50 E. 42nd Street
New York, New York

DUTIES: Facilitated the functioning of the Employee Benefits and Training Departments. Worked as assistant to Employee Benefits Advisor and secretary in Wage and Salary Administration.

COMMUNITY SERVICE

Volunteer Tutor
(February 1976 - May 1976)

Woodlake Care Center
1006 Lochbrae Road
Sacramento, California

Woodlake Care Center is a live-in institution housing over ten males, ranging in age from twelve to eighteen. These adolescents are awaiting placement in foster homes or court permission for return to parents. Many of these adolescents are abused or have suffered some form of parental neglect. A number of them have behavioral problems. I was involved in one-to-one teaching remedial reading skills. Taught phonics, spelling, word construction and word ending recognition.

HONORS

Honors Chemistry, University of North Carolina, Fall, 1965.
Deans Honor List, California State University, Sacramento, Fall, 1975.

REFERENCES

William Samuel, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

Arthur Sherman Jr., Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

Addison W. Somerville, Ph.D.
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

Shawky Sukkary, Ph.D.
English Department
California State University
6000 J Street
Sacramento, California 95819

Hector Burke, M.A.
Chief, Teacher Standards
Commission for Teacher Preparation
and Licensing
State of California
1020 O Street
Sacramento, California

Rafa Poblano, Ph.D.
Executive Director
Commission of the Californias
1400 10th Street, Room 109
Sacramento, California

RESUME

ADDISON W. SOMERVILLE

BIRTHPLACE: Greensboro, Alabama

SOCIAL SECURITY NUMBER: 270-22-5650

BIRTHDATE: August 6, 1927

EDUCATIONAL BACKGROUNDDatesDegrees

1948

Howard University
Washington, D.C.
Major: Psychology
Minor: Mathematics

B.S.

1950

Howard University
Washington, D.C.
Major: Psychology
Thesis: The Persistence of Vocational Preference in Successful Individuals.

M.S.

1963

Illinois Institute of Technology
Chicago, Illinois
Major: Psychology
Thesis: An Evaluation of the Gillingham Method for Teaching Children with Reading Disabilities.

Ph.D.

Areas of Competence and Specialty

Developmental Psychology (Infancy-Aging, Parent-Child and Family Relations)

Social Psychology (Interpersonal Processes, Sexual Behavior, Psychology of Ethnic Groups, Cultural and Social Processes, Enforcement and Correctional Psychology)

School Psychology (Student-Teacher Relationship, Diagnosis and Assessment, Child Growth and Development)

Counseling Psychology (Methods and Processes, Counselor Education)

Community Psychology (Paraprofessional Training, Crisis Intervention, Police-Community Relations Training)

EXPERIENCEClinical Psychology Intern
(June 1950 - November 1950)Crownsville State Hospital
Crownsville, MarylandChief Clinical Psychology Technician:
United States Army Medical Corps
(November 1950 - November 1952)Neuropsychiatric Headquarters
Valley Forge Army Hospital
Phoenixville, Pennsylvania

DUTIES: Supervised and coordinated technical activities of the Clinical Psychology Section. Supervised preparation of reports, recommended personnel action including assignment, promotion, and transfer of enlisted personnel. Administered and interpreted Psychometric instruments and projective techniques necessary in the evaluation of patients. Participated in various forms of psychotherapy and retraining of patients under the supervision of a neuropsychiatrist. Assisted in the training of officer clinical psychology interns and clinical psychology technicians.

Guidance Director
(January 1953 - January 1954)

West Charlotte High School
Charlotte, North Carolina

DUTIES: Supervised the guidance Department and School Testing Program. Dealt with the vocational, educational, social, and personal problems significant to high school and junior high school students. Taught a course in Psychology and Family Relations.

Staff Psychologist
(January 1954 - October 1954)

Elgin State Hospital
Elgin, Illinois

DUTIES: Engaged in diagnostic and prognostic studies of patients, pre- and post-therapy evaluation, and employee applicant screening. Conducted clinics for visiting groups and assisted in the orientation programs and training sessions for attendant personnel. Participated in general hospital and departmental staffs and seminars.

Clinical and Counseling Psychologist
(October 1954 - January 1958)

Illinois Institute of Technology
Institute for Psychological
Services
Chicago, Illinois 60616

DUTIES: The evaluation, diagnosis, and to some extent, the treatment of children and adults with personality problems. Vocational and educational counseling. Industrial personnel selection and research.

School Psychologist
(March 1958 - June 1959)

Board of Education
Dept. of Pupil Appraisal
1730 R Street, N.W.
Washington, D.C. 20009

DUTIES: Worked with pupils in both the elementary and secondary schools who had serious learning and behavior problems due to mental, physical, or emotional handicaps. Administered and interpreted a variety of psychological and educational tests to individuals and to groups of children. Prepared reports and recommendations based on examinations and conferred with principals, school counselors, and teachers. Supervised graduate students from American University

in a practicum course in Psychological and Educational Tests and Measurements.

School Psychologist
(September 1959 - October 1964)

Francis W. Parker School
330 Webster Avenue
Chicago, Illinois 60614

DUTIES: Worked with pupils from junior kindergarten through high school who have educational, social, and emotional problems. Administered and interpreted individual and group tests to recommend further educational and personality remediation necessary. Acted as liaison between school administration and teachers, teachers and students, and parents and specialists, community services and agencies (outside the school) through whom recommended remediation might be obtained. Supervised graduate students from the University of Chicago in an intern program for School Psychologists.

Assistant Director of
Planning for Mental Health
(September 1965 - 1968)

Govt. of the Virgin Islands
Department of Health
Charlotte Amalie
St. Thomas, U.S. Virgin Islands

DUTIES: Gathered information, coordinated information, and established goals, priorities, and methods to bring about comprehensive community mental health services for the Virgin Islands. As the Assistant Director, I was also concerned with mental health manpower, research programs, and training programs to determine what was needed in the Virgin Islands, and wrote the Preliminary Plan for Mental Health Services in the Virgin Islands.

Assistant-Associate Professor
(September 1965 - 1968)

Department of Psychology
California State University,
Sacramento
Sacramento, California 95819

DUTIES: Taught courses in Developmental Psychology, Counseling, and Psychology of the Culturally Deprived Child.

Associate Professor and Coordinator
of Graduate Studies Program in Compensatory Education
(September 1968 - 1970)

Department of Psychology
and Special Education
California State University,
Sacramento
Sacramento, California 95819

Associate Professor - Professor
(September 1970 - present)

Department of Psychology
California State University,
Sacramento
Sacramento, California 95819

DUTIES: Taught courses in Developmental Psychology, Counseling, Psychology of Ethnic Minorities, Psychology of Human

Sexuality, Theories and Techniques of Sexual Counseling.

Project Director
(July 1971 - present)

TRAINING FOR NEW CAREERS
Psychology Department
California State University,
Sacramento
Sacramento, California 95819

DUTIES: Training students for work as paraprofessionals with a B.A. Degree in psychology.

PART-TIME POSITIONS

Instructor
(Summer 1959)

Psychology Department
Howard University
Washington, D.C. 20001

DUTIES: Taught a course in Abnormal Psychology.

Instructor
(February 1962 - February 1963)

Department of Social Sciences
Chicago Junior College
Crane Branch
Chicago, Illinois

DUTIES: Taught courses in General Psychology, Social Psychology, and Child Psychology.

Guest Lecturer
(Summer 1962)

NDEA Guidance and Counseling
Training Institute
Tennessee Agricultural and
Industrial State University
Nashville, Tennessee

DUTIES: Taught a course in Counseling Theory and Behavior Dynamics, and assisted with supervision of Practicum in Guidance and Counseling.

Visiting Professor
(Summer 1963)

Division of Social Sciences
Department of Psychology
California State University,
Sacramento
Sacramento, California 95819

DUTIES: Taught the following courses: Counseling Theories and Techniques, Practicum in Counseling, and Fieldwork in Psychological Testing.

Assistant Professor
(Summer 1964)

NDEA Guidance and Counseling
Training Institute
California State University,
Sacramento
Sacramento, California 95819

DUTIES: Supervised practicum.

Associate Professor
(Summer 1965 and 1966)

Department of Psychology
California State University,
Sacramento
Sacramento, California 95819

DUTIES: Taught the following courses: Counseling Theories and
Techniques and Practicum in Counseling.

Associate Professor
(Summer 1967)

NDEA Institute for Secondary
School Teachers and Supervisors
of Programs for Disadvantaged
Youth
California State University,
Sacramento
Sacramento, California 95819

DUTIES: Taught courses involving social and psychological prob-
lems of the disadvantaged.

Visiting Professor
(Summer 1970)

Department of Psychology
Southern University
Baton Rouge, Louisiana

DUTIES: Taught the following course: Advanced Adolescent
Psychology.

Instructor
(April 1966 - present)

California Highway Patrol
Academy
Meadowview Road
Sacramento, California

DUTIES: Lectured on Enforcement Psychology.

Lecturer
(1968 - present)

Human Relations-In-Service
Training
Police-Community Relations
Enforcement Psychology

California Highway Patrol
Academy
Sacramento City Police
California State Police

Adjunct Professor
(1975 - present)

Union Graduate School-West
c/o University of the Pacific
Stockton, California

DUTIES: Supervised students in external degree doctoral program
in psychology.

CONSULTANT POSITIONS

Consultant and Group Worker
(June 1956 - August 1957)

Chicago Youth Centers
South Side Boys Club Branch
Chicago, Illinois

DUTIES: Stimulated interest in vocational self-help among teenage groups in a community center agency. Consulted with staff members concerning problem children. Engaged in some individual counseling and participated in community organizations.

Consultant
(September 1962 - October 1964)

Psychological Services
Central YMCA Schools
Chicago, Illinois

Consultant
(September 1965 - December 1973)

California Youth Authority
Northern Reception Center
Sacramento, California

Consultant
(November 1966 - June 1971)

Department of Human Resources
and Development
Youth Opportunity Center
Sacramento, California

Consultant
(April 1968 - present)

Intergroup Relations Speaker's
Bureau
Sacramento City Unified
School District
Sacramento, California

Visiting Professor
(Summer 1970)

Psychology Department
Southern University
Baton Rouge, Louisiana

Training Director
(June 1971 - July 1972)

Delinquency Prevention Unit
Project
Youth Service Division
Sacramento Police Department
Sacramento, California 95814

Program Coordinator and
Instructor
(April 1972 - August 1972)

University Extension
University of California
Davis, California

DUTIES: Taught the following course: Crisis Intervention:
Implications for Law Enforcement to San Joaquin County
Sheriff's Department.

Instructor
(October 1972 - present)

The Management Development
Institute
California State Personnel Board
111 Capitol Mall
Sacramento, California 95814

DUTIES: Taught the following course: Cultural Relations

Psychological Clinician/Consultant
(April 1976 - Present)

Project Head Start
Sacramento Area Economic Oppor-
tunity Council
Sacramento, California

Instructor and Coordinator
(Spring 1975 and 1976)

Cultural Awareness Workshops
Los Rios Community Colleges
Sacramento City College
Sacramento, California

FELLOWSHIPS

Psychology Fellowship

Graduate School
Department of Psychology
Howard University

HONORS

Leaders In American Science, 1964.
Who's Who In American Education, 1967
American Men of Science, The Social and Behavioral Sciences,
11th Edition, 1968.
Who's Who In The West, 1969.
Personalities of the West and Midwest, 1970.
Dictionary of International Biography, Eighth Edition, 1971.
Leaders In American Education, 1971.
American Board of Professional Psychology (ABPP) - Diplomate
In School Psychology, 1971.
International Scholars Directory, 1972.
Outstanding Educators of America, 1973.
Who's Who Among Black Americans, 1974.
Who's Who In The United States, 1975.
Community Leaders and Noteworthy Americans, 1975.
Who's Who - Child Development Professionals, 1975.

COMMUNITY POSITIONS

Board of Directors
(September 1968 - April 1975)

Vice President (1970-71)
President (1971 - 72)
Suicide Prevention Services
Sacramento, California

Chairperson
(September 1974 - September 1976)

Black Staff and Faculty Association
California State University,
Sacramento
Sacramento, California

Committee Re: Licensure of
Educational Psychologists

California Association of
School Psychologists

Advisory Committee

Behavioral Science Examining Board
Sacramento, California

Educational Standards Committee
Research Committee
Publications Committee

California Association of
Marriage and Family Counselors
Orange, California

Contributing Editor

The School Psychologist, Div. 16
American Psychological Association

MILITARY SERVICE

U.S. Army Medical Corps. (See Experience)
(November 1950 - November 1952)

PUBLICATIONS

Somerville, Addison W. and Sumner, F. C., "The Persistence of Vocational Preference in Successful Individuals," Journal of Psychology, 1950, Vol. 30, pp. 77-80.

Somerville, Addison W., "The Neighborhood School Concept: Its Rationale and Practical Values," Chapter V, in Integration, The Schools, and Social Change, Rand McNally, 1969.

U.S. Virgin Islands Government, The U.S. Virgin Islands Preliminary Plan for Mental Health Services, U.S. Public Health Services, Washington, D.C., June, 1965.

Somerville, Addison W. and Yolton, Robert L., "Manual for Counselors in-Training," California State University, Sacramento, 1966.

Somerville, Addison W., Book review of "Professional Counseling on Human Behavior: Its Principles and Practices," by Douglas W. Orr, CTA Journal, January, 1966.

Narver, Richard and Somerville, Addison W., "A Reporting of Typical Dreams as Related to Repression-Sensitization Scales and Taylor Manifest Anxiety Scale," Journal of Consulting Psychology, 1966.

Somerville, Addison W., "Curriculum and the Deprived Child," Journal of Correctional Psychology, March-April, 1968.

Bellon, Jerry J., Jones, Richard V., Somerville, Addison W., and Poirier, Gerard. Classroom Management and Discipline for Teachers. New York: William S. Brown Publishing Company, 1968.

Blakely, Karen B. and Somerville, Addison W., "An Investigation of the Preference for Racial Identification Terms Among Negro and Caucasian Children," Journal of Negro Education, Fall, 1970.

Bahador, Darius and Somerville, Addison W., "Youth at the Crossroads: A Comparison of American and Iranian Adolescence," Journal of Adolescence, Vol. IV, No. 13, Spring, 1969.

Good, Robert A. and Somerville, Addison W., Enforcement Psychology, California Highway Patrol, September, 1968.

Somerville, Addison W., "Is the Family Obsolete?" Marriage Counseling Quarterly, February, 1971.

Somerville, Addison W., Delinquency Prevention Unit Project: Evaluation Report 1971-72, Sacramento Police Department, 1972.

Somerville, Addison W. and York, Phil, "Crisis Intervention: Implications for Law Enforcement - Delinquency Prevention Unit Project" Chapter, in Working With Police Agencies, Behavioral Publications, 1974.

Friedman, E., Altman, C., Clement, P., Shore, M., Somerville, A., and Sperber, Z., The 1970 White House Conference on Children and Youth: Position Paper of the Section on Clinical Child Psychology, American Psychological Association. In G. Williams and S. Gordon (eds.), Clinical Child Psychology: Current Practices and Future Perspectives. New York: Behavioral Publications, 1974.

Reynolds, S., Cecil V. and Somerville, Addison W., "Comparative Adolescent Experiences Between the United States and Panama," Journal of Adolescence, Winter 1974.

Tanaka, Yukiko and Somerville, Addison W., "Understanding a Shame Culture," Journal of Adolescence, (in process).

Somerville, Addison W., "Student Motivation," Human Relations, (in process).

Burton, Arthur and Somerville, Addison W., Ethnic Variables in Diagnosis and Treatment: Definition of Application, (in process).

Somerville, Addison W., "The Changing Menage," The Marriage and Family Counselors Quarterly, Vol. 10, No. 3, Spring 1976.

GUEST LECTURES

Curriculum and the Deprived

North Sacramento School District Administrators, September, 1967.

Practical Ways to Help the Disadvantaged Student

Sacramento City Schools-In-Service Training, October, 1967.

Why Youth Flee Into Drugs

C.S.U.S. Drug Symposium, Channel 13, October, 1967.

Twilight Zone of the Alienated Child

Extension Services, C.S.U.S., March, 1968.

A Psychologist Looks At A Disadvantaged Child	Reading Disabilities Class, C.S.U.S., April, 1968.
Psychological and Social Problems of the Negro	Grant Union School District Workshop, July, 1968.
Contributions to the U.S. Made by Negro Leaders	Marshall Elementary School, February, 1968.
Parent-Child Relationships	Our Merciful Savior Episcopal Church, April, 1968.
Pre-Adolescent Problems	Northeast Y.M.C.A., April, 1968.
Minority Group Problems	Mira Loma High School and Peter Lassen Junior High School, April, 1968.
Involving Unemployed Minority Youth In Private Enterprise	Del Paso Heights School District, May, 1968.
Adolescent Homosexual Difficulties	Neighborhood Youth Corps, May, 1968.
Needs and Goals of Preschool Programs for the Disadvantaged	P.T.A., Ethel Phillips School, May, 1968.
Intergroup Relations	American Legion High School, and San Juan Superintendent of Schools District Cabinet, May, 1968.
Communication Skills for Disadvantaged	Grant Union High School, May, 1968.
Building Closer Relationships Between Home and School	Sacramento City Preschool, June, 1968.
Group Dynamics	San Juan Secondary Administrators, June, 1968.
School-Community Minority Problems	Fruitridge Elementary School, June, 1968.
Methods that Help Children Learn	Head Start Program, June, 1968.
Involving the Negro Community	Sacramento City Schools Conference, July, 1968.
Police-Community Relations	KJAY, Community Caravan, August, 1968.

Cultural Background of the
Negro

Disadvantaged Youth

Human Sexuality-Psychological
Aspects

Psychology of Aging

Adolescence: Age of Turmoil

Psychological Aspects of
Quackery

Psychological Aspects of
Alcoholism

Blacks and Reconstruction

Negro and the Depression

Psychological Aspects of
Terminal Illness (Cancer)

Black Culture

Counseling Techniques for
Nurses

Impact of Slavery on the Black
Personality

Human Sexuality

Current Trends in Psychology

The American Negro, Past,
Present and Future

Adolescent Conflict and
Stresses

California Youth Authority
Staff Workshop, October, 1968.

Counselor Conference, Youth
Opportunity Center, October,
1968.

Sex Symposium, C.S.U.S.,
October, 1968.

California Commission on Aging,
November, 1968.

C.S.U.S. Class, December, 1968.

C.S.U.S. Symposium, December,
1968.

C.S.U.S. Symposium, January,
1969.

Peter Lassen Junior High School,
November, 1969.

Peter Lassen Junior High School,
May, 1969.

C.S.U.S. Symposium, March, 1970.

Vacaville Medical Facility,
May, 1970.

American River Hospital, May,
1970.

Black History Class, Peter
Lassen Junior High School,
October, 1970.

Sex Symposium, C.S.U.S.,
December, 1970.

Stockton State Hospital,
C.S.U.S., January, 1971.

University of California,
Riverside, April, 1971.

Communication Class, C.S.U.S.,
June, 1971.

Slavery	Peter Lassen Junior High School, October, 1971.
Psychological Aspects - Good Health	Health Education Symposium, C.S.U.S., January, 1972.
Counseling Disadvantaged Youth	Sacramento City Counselors, January, 1972.
Understanding Police Counseling Training Program	C.S.U.S. Class, January, 1972.
Parent-Child Relations	Robla Preschool, January, 1972.
Understanding the Period of Adolescence	Rancho Cordova High School Seniors, March, 1972.
Adolescent Emotional Development	Luther Burbank High School, March, 1972.
Student Motivation	Buddhist Sunday School, Stockton, April, 1972.
Hyperactive Neurological Child	Workshop, C.S.U.S., December, 1972.
Training Police in Delinquency Prevention	Law Enforcement Management Conference, The University of Alabama, University, Alabama, April, 1973.
Parent-Child Relations	Sacramento Medical Center Wives Club, May, 1973.
Personal-Social Interactive Processes	Child Care Center, C.S.U.S., September, 1973.
Cross-Cultural Relations	Grand Rounds, University of California, Davis, Medical Center, December, 1973.
Trans-Ethnic Communication	University of California, Davis, North Area Mental Health Clinic, December, 1973.
Black Family Needs	University of California, Davis Medical School, Cultural Medicine, January, 1974.
Adolescent Sexuality	Explorer Scouts, C.S.U.S., April, 1974.

Communication	California Highway Patrol Wives Club, Visalia, California, June, 1974.
Understanding the Preschooler	Child Care Center, C.S.U.S., September, 1974.
Psychosexual Development	Health Education Class, Understanding Human Sexuality, C.S.U.S., October, 1974.
Communication	Supervisor's Conference, State Compensation Insurance Board, October, 1974.
Black Family Needs and Communication	University of California, Davis, Medical School, Cultural Medicine, January, 1975.
Parent-Child Relations	Preschool Parents, Bethany Presbyterian Church, February, 1975.
Psychological Effects of Racism	Sacramento City Unified School District, February, 1975.
Parent-Child-Teacher Relations	North Sacramento School District, February, 1975.
Paraprofessional Careers	Psychology Class, C.S.U.S., March, 1975.
Trans-Ethnic Communication	Home Economics Class, C.S.U.S., March, 1975.
Communication After Divorce	Psychology of Divorce Class. C.S.U.S., April, 1975.
Black Psychology	Children of Diverse Subcultures Class, C.S.U.S., April, 1975.
Communication with Blacks	Marion Woods and Associates, May, 1975.
Adolescent Sexual Concerns	Explorer Scouts, C.S.U.S., June, 1975.

WORKSHOPS

<u>Title</u>	<u>Place and Dates</u>
Discipline and Classroom Management	1967 - 1971 California State University, Sacramento Galt-Lodi School District Novato School District Placerville School District Sacramento City Schools San Juan School District San Mateo School District Shingle Springs School District Stanislaus State College Yuba City School District
Ethnic Considerations in Athletics	Athletic Department, C.S.U.S., Spring, 1971.
Trans-Ethnic Relations: Multiple Approaches to the Patient as a Person	University of California, Davis, Medical Center, March, 1973.
Cultural Relations	Franchise Tax Board, July, September, 1973.
Trans-Ethnic Communication	University of California, Davis, North Area Mental Health Clinic, December, 1973.
Trans-Ethnic Relations	Folsom-Cordova School District, August, October, 1974.
Trans-Ethnic Relations	Washington Unified School District, September, 1974.
Communication with Blacks in the Therapeutic Environment	Tulare Community Counseling Center, Tulare, California, June, 1975.
Theories and Techniques of Sexual Counseling	Continuing Education Services, California State University, Sacramento (3 times yearly: 1974 - Present).
Psychological Testing	Mental Health Workshops, School of Social Work, C.S.U.S., September, 1975.
Trans-Ethnic Communication	Community Counseling Center of Oak Park, South Area Mental Health Clinic, U.C., Davis, October, 1975.

Cultural Relations	Franchise Tax Board, State of California, October, 1975.
Ethnic Differences as They Effect the Psychotherapeutic Relationship	Sutter Mental Health Center, Seminar Series, Sutter Community Hospitals, October, 1975.
Trans-Ethnic Relationship	Environmental Studies Class, C.S.U.S., October, 1975.
Adolescent Sexuality	Explorer Scouts, C.S.U.S., October, 1975 and June, 1976.
Changing Menage	Sacramento Valley Marriage Counseling Association, November, 1975.
The Changing Community Scene	Fruitridge Elementary School, Sacramento, California, January, 1976.
Parent-Child Relationships	Pre-School Center, Hiram Johnson High School, March, 1976.
Psychological Aspects of Health Care Services	External Degree Program, C.S.U.S., April, 1976.
Sexuality	Child Care Worker Training Program, County of Sacramento, May, 1976.

MEMBERSHIPS

American Psychological Association

- Divisions: 1. Teaching of Psychology (2)
 2. Clinical Psychology (12), Section 1, Clinical-Child
 3. School Psychology (16)
 4. Counseling Psychology (17)
 5. Psychotherapy (29)
 6. State Psychological Association Affairs (31)

Western Psychological Association

Society for Personality Assessment, Inc.

Council for Exceptional Children

Psi Chi

California State Psychological Association

Sacramento Valley Psychological Association

Sacramento Area School Psychologists and Psychometrists

Sacramento Valley Marriage Counseling Association

California Association for Counselor Education and Supervision (CACES)

American Association of Correctional Psychologists

American Association of University Professors

California State Marriage Counseling Association
 California Teachers Association
 National Association of School Psychologists
 Illinois Academy of Criminology
 National Alliance of Black Educators and Administrators
 Association of Black Psychologists
 Certified by the Board of Examiners of the Illinois Psychological
 Association, Inc. (#228)
 National Register of Health Service Providers in Psychology
 Licensed Marriage, Family, and Child Counselor, State of California
 (#1804)
 Standard Designated Services Credential, Specialization in Pupil
 Personnel Services (#2189)
 Licensed Psychologist, State of California, Certificate #3711.
 Licensed Educational Psychologist, State of California (#3)

REFERENCES

James Bayton, Ph.D., Chair
 Department of Psychology
 Howard University,
 Washington, D.C.

Rodger Bishton, Ph.D., Professor
 Department of Teacher Education
 School of Education
 California State University
 Sacramento, California

John Brackmann, Ph.D., Chair
 Department of Psychology
 California State University
 Sacramento, California

David Cohen, Ph.D.,
 Chief Clinical Psychologist
 Coatesville V.A. Hospital
 Coatesville, Pennsylvania

Elizabeth Kays, Lower School Principal
 Francis W. Parker School
 3300 Webster Avenue
 Chicago, Illinois

Edward E. Johnson, Ph.D., Associate Dean
 Southern University
 Baton Rouge, Louisiana

John Ohlson, Supervising Psychologist
California Youth Authority
Northern Reception Center
Sacramento, California

Mary Vermillion, Ph.D.
Department of Psychology and Education
Illinois Institute of Technology
Chicago, Illinois

RESUME

JAMES E. SWEEM
3002 55th Street
Sacramento, California 95820

BIRTHPLACE: Stockton,
California
BIRTHDATE: January 27, 1951

SOCIAL SECURITY NUMBER: 569-86-0826

EDUCATIONAL BACKGROUND

DATES

DEGREES

1969 - 1973	California State University Sacramento, California Major: Psychology	B.A.
1973 - 1974	California State University Sacramento, California Major: Psychology Thesis: An Analysis of Para- professionalism and the Effect of Participation in "Training for New Careers in Psychology" on Academic Performance	M.A.

AREAS OF INTEREST: Counseling, personality, assessment, statistics,
research, personnel selection and placement, and
job analysis.

EXPERIENCE

Technical Editor for the
Fourth Year Evaluation
(July 1976 - August 1976)

NIMH Project, Training for New
Careers in Psychology
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Edited, typed, compiled and collated materials for the
Fourth Year Evaluation. Materials included all pertinent
data regarding expansion and/or changes in the National
Institute of Mental Health Project, "Training for New
Careers in Psychology", during the period of September
1975 to August 1976.

Fieldwork Supervisor
(June 1976 - July 1976)

NIMH Project, Training for New
Careers in Psychology
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Visited community agencies where supervised Project students were placed; familiarized the agencies with the supervisor; observed the students on the job and prepared weekly and a final evaluations of their performance. Maintained appropriate contact with on-the-job supervisors and obtained evaluations of each student's performance; discussed problem areas that may have occurred and possible remedies for the difficulty. Maintained weekly contact with each student to discuss the placement, areas of concern and areas requiring improvement. Read and critiqued students' weekly fieldwork reports. Attended weekly Project class, in which students shared their experiences and learned techniques for interacting with agency personnel in order to improve their positions and better understand the agency and agency goals.

Real Estate Salesperson
(August 1974 - June 1976)

Kiernan Realtors
3001 "P" Street
Sacramento, California 95816

DUTIES: Listed and sold residential and income properties. Wrote listing contracts, serviced listings, and wrote deposit receipts. Negotiated offers and counter-offers on real property and serviced open escrows.

Fieldwork Supervisor
(June 1974 - August 1974)

NIMH Project, Training for New
Careers in Psychology
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Supervised fieldwork and internship placements of Psychology majors in various human service agencies in the community. Specifically, supervised students doing fieldwork in the Children's Receiving Home, the Sacramento Alcoholism Center, the Conservator's Office, the South Area Mental Health Catchment Area, the Sacramento County Department of Personnel Management, the Educational Opportunity Program at CSUS, the Cordova Pre School, and the Special Education Center in the Grant Union School District. Acted as a liaison between agency supervisors and the Project and participated in workshops to facilitate effective communication between agency personnel and trainees.

Tutor
(September 1973 - June 1973)

NIMH Project, Training for New
Careers in Psychology
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Tutored nine National Institute of Mental Health (NIMH) trainees in their Psychology courses. Emphasis was placed

on difficulties which may be a function of the student's unique background. Worked as Acting Fieldwork Supervisor for four Project students. Scheduled conferences with students as needed and submitted weekly reports to the Project Director on the progress of each student.

Teacher's Aide
(September 1973 - January 1974)

Joseph E. Morrow, Ph.D.
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Administered, corrected, and recorded student's tests. Monitored mastery of principles of behavior and provided tutorial services as necessary. Facilitated two weekly group discussions on the philosophy of science.

Postal Assistant
(January 1973 - May 1973)

United States Postal Service
2000 Royal Oaks Drive
Sacramento, California 95815

DUTIES: Operated mail sorting machines, cased mail, conveyor operations, assisted in sorting and loading parcels.

Seasonal Assistant
(July 1972 - October 1972)

United States Postal Service
2000 Foyal Oaks Drive
Sacramento, California 95815

DUTIES: Functioned as substitute carrier for mounted and foot routes. Drove collection routes and assisted in sorting operations.

Research Project Assistant
(September 1970 - January 1971)

George L. Parrott, Ph.D.
Psychology Department
California State University
Sacramento, California 95819

DUTIES: Collected data regarding children's concept of horizontality in a school setting as a part of an empirical project aimed at testing the discreteness of Piaget's developmental sequences. Computed three dimensional analysis of variance in the analysis of the results.

Retail Clerk
(October 1968 - February 1969)

Dell's Variety and Hardware
4155 North El Dorado
Stockton, California 95204

DUTIES: Display set-up, cash register, helped with inventories, sold merchandise, and aided in pricing.

HONORS

Dean's Honor List, California State University, Sacramento, 1969 - 1974.
Graduation with Honors, California State University, Sacramento, 1973.
Graduation with Honors, California State University, Sacramento, 1974.

REFERENCES

Joseph E. Morrow, Ph.D.
Psychology Department
California State University
Sacramento, California 95819

George L. Parrott, Ph.D.
Psychology Department
California State University
Sacramento, California 95819

Sohan L. Sharma, Ph.D.
Psychology Department
California State University
Sacramento, California 95819

Addison W. Somerville, Ph.D.
Project Director
Psychology Department
California State University
Sacramento, California 95819

J. Merritt Winans, Ph.D.
Psychology Department
California State University
Sacramento, California 95819

RESUME

CATHERINE L. WEEKS
1521 Shirley Drive
Sacramento, California 95822

BIRTHPLACE: Sioux Falls,
South Dakota
BIRTHDATE: May 21, 1949

SOCIAL SECURITY NUMBER: 560-76-9854

EDUCATIONAL BACKGROUND

DATES

DEGREES

1967 - 1972

California State University
6000 J Street
Sacramento, California 95819
Major: Spanish
Minor: English

B.A.

1969 - 1971

University of Madrid
Madrid, Spain
International Programs
California State University
6000 J Street
Sacramento, California 95819

1972 - 1976

California State University
6000 J Street
Sacramento, California 95819
B.A.: Speech Pathology and
Audiology
M.A.: Spanish
Thesis: "Syntax and Morphology
in the Language of Six Spanish-
Speaking Children."

B.A.
M.A.

AREAS OF INTEREST:

Language development in Spanish and English-speaking children; Spanish language, culture and literature; Latin American culture and literature; linguistics; teaching English-As-A-Second-Language (ESL) and English-As-A-Foreign-Language (EFL); foreign languages; research in language learning.

EXPERIENCE

Teacher
(September 1969 - June 1971)

Lenguas Attika
Plaza del Oriente
Madrid, Spain

DUTIES: Taught English to native speakers of Spanish. Prepared and presented a program designed to increase oral, aural and graphic skills.

Student Assistant
(September 1970 - January 1971)

International Programs of CSUS
University of Madrid
Madrid, Spain

DUTIES: Facilitated the general management of the overseas program office; organized a library system; composed and typed a variety of letters and memoranda; received visitors and answered incoming calls; made arrangements for meetings, dinners and other group activities; provided academic counseling; maintained time cards for other student assistants.

Secretary
(June 1972 - August 1972)

Sacramento Indian Center, Inc.
17th and E Streets
Sacramento, California

DUTIES: Composed and typed a variety of letters and correspondence. Maintained and updated addresses of agencies, Indian Center members, and community contacts. Laid out and typed newsletter for Indian exhibit at California State Fair. Received visitors and answered incoming calls.

Teacher
(December 1973 - June 1975)

St. Francis High School
6051 M Street
Sacramento, California 95819

DUTIES: Taught a Spanish II class on the modular system. Developed a programmed learning course for Spanish II designed to teach culture, grammar and literature to sophomores and juniors in high school. Course content stressed the development of reading, writing and pronunciation skills in Spanish. Prepared and presented awards, deficiency notices and grades to students. Utilized a variety of audio-visual aids, including films, slides, records and guest speakers.

Student Speech Therapist
(February 1974 - June 1974)
Fieldwork through CSUS

Elk Grove School District
Elk Grove, California

DUTIES: Organized materials for therapy; wrote lesson plans, therapy objectives and therapy goals for groups of elementary school children enrolled in language and articulation therapy. Under supervision, conducted remediation therapy, administered standardized articulation and language tests, and collected and analyzed language samples. Translated a language screening device into Spanish and used this device to screen Spanish-speaking preschool children in the areas of articulation, language, auditory memory (short and long-term), auditory and visual perception.

Secretary
(September 1974 - June 1975)

Venezuelan Project - Plan de
Becas, Gran Mariscal de
Ayacucho
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Facilitated the general management of the Venezuelan Project. Scheduled classes and group meetings for Project students and tutors. Provided Project students with academic counseling. Received and distributed monthly maintenance checks, insurance policies, vacation allowances and other reimbursements to students. Arranged and scheduled field trips to various parts of California, utilizing local travel agencies for long distance trips and local transportation for short distance trips. Maintained a running balance of credits and debits for Project funds. Maintained time sheets for Project tutors and staff. Organized a filing system for files. Ordered and distributed textbooks and other instructional materials. Received visitors and answered incoming calls. Arranged for Project students to visit local schools, meet with major advisors and, when applicable, correspond with other universities, colleges and technical institutions.

Student Speech and Language Clinician
(September 1974 - June 1975)
Methods and Practicum I and II

CSUS Speech and Hearing Clinic
6000 J Street
Sacramento, California 95819

DUTIES: Diagnosed and described client's language and articulation difficulties using a battery of test instruments and clinician-devised tasks. Prepared and presented a remedial program for each client on a one-to-one basis. The programs involved articulation, language and remedial reading therapies. Established a schedule of reinforcement using both primary and secondary reinforcers, as indicated. Established a program of behavior modification for a behavior problem client. Prepared and presented therapy objectives for each session. Reported therapy progress in written form to supervisor. Evaluated client's progress using appropriate test instruments and clinician-devised tasks. Interpreted test results and made appropriate referrals. Reported therapy progress to parents and obtained information regarding their expectations for the client's progress and eventual termination. Conditioned clients to various therapy tasks, including tasks involved in audiometric testing situations. Prepared a final report on each client indicating therapy goals and progress throughout the semester. Made recommendations to incoming clinician indicating immediate and long-term objectives for remediation and eventual termination of

therapy. Maintained a professional relationship with clients, parents and clinicians. Adhered to a strict code of confidentiality.

Assistant Tour Guide
(July 1, 1975 - July 18, 1975)

Travel-Study Program, Spain
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Throughout the 18-day tour of Spain, communicated and interacted in Spanish with hotel and restaurant personnel while obtaining rooms and meals for a group of thirty-three English speakers. Facilitated checking into and out of hotels. Arranged sleeping accommodations, i.e., roommates, number of people to a room, etc. Assisted tour leader in informing tour members of historical and cultural importance of cities and stops on the itinerary. Conducted group on walking tours. Obtained appropriate assistance in emergencies, i.e., medical and/or financial. Acted as translator between Spanish-speaking merchants and group members. Obtained group rates, gratuities, etc. for visits to museums and points of interest. Maintained petty cash fund and kept running totals of debits and credits for all funds.

Project Secretary/Liaison
(September 1975 - September 1976)

NIMH Project, Training for
New Careers in Psychology
Psychology Department
California State University
6000 J Street
Sacramento, California 95819

DUTIES: Facilitated the general management of an office involved in the training of undergraduate psychology students in paraprofessional skills. Acted as liaison between Project Director, Fieldwork Supervisor/Coordinator, Tutors, Students and agency personnel. Organized and maintained confidential files. Composed and typed a variety of correspondence. Evaluated incoming correspondence. Recorded, responded to and transmitted incoming telephone calls. Processed applications for admission to the program. Arranged for applicants to be interviewed and administered an interest inventory to prospective trainees. Organized and maintained Project library. Prepared and edited Project Newsletter. Accompanied Fieldwork Supervisor/Coordinator and students on agency visits.

HONORS

Dean's Honor List, California State University, Sacramento (1967-1972).

MEMBERSHIPS

Member of the Spanish Honor Society, Sigma Delta Pi.

Member of the California Association of Teachers of English to Speakers of Other Languages (CATESOL).

REFERENCES

J.T. McCullough, Ph.D.
Professor of Spanish and Linguistics
Department of Spanish and Portuguese
California State University
6000 J Street
Sacramento, California 95819

Kay Pesce, Assistant Principal
St. Francis High School
6051 M Street
Sacramento, California

Samuel E. Hill, Ph.D.
Professor of Spanish and Portuguese
Department of Spanish and Portuguese
California State University
6000 J Street
Sacramento, California 95819

Jacinto Jenkins, Ph.D.
Professor of Spanish and Linguistics
Department of Spanish and Portuguese
California State University
6000 J Street
Sacramento, California 95819

Addison W. Somerville, Ph.D.
Professor of Psychology and
Project Director
Department of Psychology
California State University
6000 J Street
Sacramento, California 95819

Barbra Hoadley, M.A.
Clinical Supervisor
CSUS Speech and Hearing Clinic
6000 J Street
Sacramento, California 95819

James Dardis, Principal
St. Francis Girls' High School
6051 M Street
Sacramento, California 95819

APPENDIX C
LETTERS OF RESIGNATION

November 11, 1975

Addison W. Somerville, Ph.D.
Project Director
Training for New Careers
in Psychology
6000 J Street
Sacramento, California 95819

Dear Dr. Somerville:

This letter is to inform you of my resignation from the position of Tutor in the "Training for New Careers in Psychology" Project. I would like to be relieved of my duties at the earliest possible date, but will remain in the position until a suitable replacement can be found.

The primary motive for both the resignation and its suddenness is financial in nature. I have been unable to adequately support myself by this position alone, and have not found suitable employment to additionally supplement my income. I have thus accepted a position which gives me more hours, better pay and fewer hassles.

I would like to express my appreciation for the opportunity to work for the project in this last year, as well as for the training and friendships accrued during that time.

With due regards,

Dennis Corgiat

Dennis Corgiat
Project Tutor

cc: Karen B. Blakely, Ph.D.
Fieldwork Supervisor and Coordinator
Training for New Careers in Psychology

Ms. Jayne Woods
Research Coordinator
Foundation of C.S.U.S.

September 4, 1975

Dr. Addison W. Somerville
Training For New Careers In Psychology
California State University, Sacramento

Dear Dr. Somerville,

Due to personal circumstances beyond my control I find that I must tender my resignation as of September 4, 1975.

I deeply regret the short notice; however, personal circumstances beyond my control required this action.

Sincerely,

Karen Ruthe Loscutt *KL*
Karen Ruthe Loscutt

COPY

Addison W. Somerville, Ph.D.
Project Director
Training for New Careers
Psychology Department
California State University
Sacramento, California 95819

Dear Dr. Somerville:

I regret to inform you of my resignation as tutor and summer Fieldwork Supervisor for the "Training for New Careers in Psychology" program, effective May 21, 1976.

I found it necessary to make this decision because of the increasing demands placed on me by my other commitments. As you know, my involvement with the Head Start program and the requirements related to my thesis have gradually become more pressing.

I have greatly appreciated working with you, the staff and the students in the Project. The experiences that I have had through my association with the program have been invaluable.

Sincerely,

Doris Nash

COPY

Addison W. Somerville, Ph.D.
Project Director
Training for New Careers
Psychology Department
California State University
Sacramento, California 95819

Dear Dr. Somerville:

I regret to inform you of my resignation as tutor and summer Fieldwork Supervisor for the "Training for New Careers in Psychology" program, effective May 21, 1976.

I found it necessary to make this decision because of the increasing demands placed on me by my other commitments. As you know, my involvement with the Head Start program and the requirements related to my thesis have gradually become more pressing.

I have greatly appreciated working with you, the staff and the students in the Project. The experiences that I have had through my association with the program have been invaluable.

Sincerely,

Doris Nash

June 3, 1976

Dr. Addison Somerville, Director
Training for New Careers in Psychology
California State University
Sacramento, CA 95826

Dear Dr. Somerville:

Please accept this letter as a formal resignation from my position as Fieldwork Supervisor in the "Training for New Careers in Psychology" program. I would like my resignation to be effective Friday, June 4, 1976.

It was very difficult for me to make such a drastic and sudden decision. However, considering all aspects of my present situation, this is the only decision I am able to make. I will be accepting a different position which is more financially suitable to my immediate needs.

I have truly enjoyed working in the project even if it was only for a short time. My coworkers as well as the students are an exciting group with whom to work. It is evident that everyone involved is committed and feels a responsibility to carry out the goals and objectives of the project.

I appreciate the experience and hope I can continue working with you in the field of Psychology.

Cordially yours,

Leticia Quezada

Leticia Quezada
Fieldwork Supervisor

cc: Karen Blakely, Ph.D.
Fieldwork Coordinator
Training for New Careers in Psychology

✓ Ms. Jayne Woods
Research Coordinator
Foundation of C.S.U.S.

July 25, 1976

Addison W. Somerville, Ph.D.
Project Director
Training for New Careers in Psychology
Psychology Department
California State University
Sacramento, California 95819

Dear Dr. Somerville:

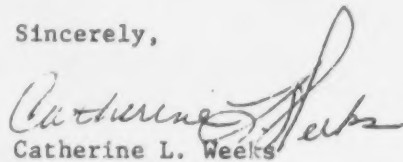
It is with regret that I must inform you of my decision to resign from my position as secretary for the "Training for New Careers" program, effective August 31, 1976. This decision came as a result of my acceptance into the doctoral program in Bilingual Education at Stanford University for the Fall of 1976.

I wish to express my appreciation for the many opportunities made available to me through this position. I have found the staff and the students to be extremely friendly and open in their interactions with me and I will truly miss them. In addition, the extended exposure to the field of Psychology in general has been invaluable to my professional and personal growth. I plan to continue pursuing this area as it relates to my field.

It would be impossible for me to thank you for an entire year's experiences in a single letter of resignation. Instead, I will simply take this opportunity to wish you and all the members of the Project much success in the future. I believe that the Project is performing a very worthwhile service and as such will continue to be a major contributor to the community for many years.

Again, thank you. If, at some future date, I may be of any assistance to you, please do not hesitate to contact me.

Sincerely,


Catherine L. Weeks

cc: Ms. Jayne Woods, Research Coordinator
CSUS Foundation

COPY

November 10, 1976

Mr. Fred Braeseke
c/o E. Sullivan
2305 "N" Street, Apt. B
Sacramento, CA 95816

Dear Mr. Braeseke:

It is with regret that I must inform you of your termination as a student in the Training for New Careers in Psychology, effective immediately. Your actions over the last few months clearly indicate that you are neither interested in nor in any way committed to the goals and objectives of the project. Specifically:

1. Inasmuch as you are not available by telephone, you have consistently neglected to arrange an alternate mode of communication and accede to our requests to periodically check with the project office in the event that the staff may wish to contact you.
2. You failed to attend an important meeting required of all project students which dealt with general project requirements and fieldwork placements, or to indicate any reason therefore other than communicating via your tutor, Mr. Corgiat, that you saw little purpose or value in meetings.
3. Again, after communicating through Mr. Corgiat your uncertainty as to whether you wished to remain in the Project as it is presently structured, a meeting was arranged with the project fieldwork supervisor. At this time you indicated to Dr. Blakely that your interests in the project were limited to studying with Mr. Corgiat and obtaining a fieldwork placement. As you are aware, of course, you are free to engage in study sessions with Mr. Corgiat independent of your project status. However, you had been asked in September to contact Dr. Blakely regarding possible interest in a specific fieldwork position and you failed to follow through in any way on this request.
4. You have indicated your refusal to take the two required project courses next semester as they are presently structured, on the basis that they would be of no value to you because of your extensive experiential background. As you knew before your acceptance into the project, not only are these courses a prerequisite for fieldwork placement, but they are central to the goals and objectives of the project. Indeed, that these courses are prerequisites for fieldwork, in your case may be irrelevant. Your continued refusal to meet minimal project requirements leaves open the question of your responsibility and readiness to represent the project and the university in a structured community agency work setting.

5. You requested a meeting with the Project Director to discuss your commitment to the project. When this was arranged, you indicated that you were too busy to keep the appointment, which again indicates the lack of importance you exhibit toward the project.

In view of the foregoing, I concur that it could be to your benefit to work independently without the restrictions inherent in being a project trainee. Wishing you luck, I am

Very truly yours,

Addison W. Somerville, Ph.D.
Professor and Project Director

AWS:cw

cc: Jack Brackmann, Chair, Psychology Department
Eugene Morris, Director, CSUS Foundation
Karen B. Blakely, Ph.D.

July 9, 1976

Addison W. Somerville
Psychology Department
CSUS
6000 J. Street
Sacramento, Calif. 95819

Dear Dr. Somerville:

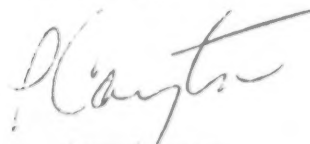
This letter represents a formalized request for termination as a member of The New Careers in Psychology Program. My reasons for termination are as followed:

1. I am presently a graduating senior with two (2) units remaining. The Program presently requires it's members to carry a minimum of twelve (12) units each semester and my present academic obligations require only two (2) units.
2. The present fieldwork placement has provided me with useful experience that will benefit future aspirations of attaining work in the mental health field.
3. I feel I have successfully accomplished the goals determined by The New Careers in Psychology Program for it's members.

The above statements represents a cumulation of valid reasons for my termination as a member of The New Careers in Psychology Program. These reasons were discussed with you on June 31, 1976 and my request for termination was approved at that time.

I would like to 'thank you' for allowing me to be a part of this program. My membership in The Program has provided me with a wealth of valuable information and experience that will prove useful in attaining future employment in the mental health field.

Sincerely,



P. Carrington

COPY

July 22, 1976

Mr. Nathaniel Churchill
7416 Franklin Blvd., #2
Sacramento, California 95823

Dear Mr. Churchill:

In accord with our conference on July 19, 1976, this letter will serve as formal acceptance of your verbal resignation from the "Training for New Careers in Psychology" program. As we discussed, I would appreciate your submitting a letter of resignation for Washington records.

We wish you success in your continued academic pursuits.

Sincerely,

Addison W. Somerville, Ph.D.
Professor of Psychology and
Project Director

Karen B. Blakely, Ph.D.
Fieldwork Coordinator

AWS/KBB:aw

cc: Mr. Hugh Mikelson, Acting Executive Director
CSUS Foundation

Dr. John Brackman, Chair
Psychology Department

Dr. Gerald Frincke, Acting Project Director
Training for New Careers in Psychology
Psychology Department

COPY

March 3, 1976

Addison W. Somerville, Ph.D.
Project Director
Training for New Careers
in Psychology
Psychology Department
California State University
Sacramento, California 95819

Dear Dr. Somerville:

Seeing how my focus of attention has changed in psychology from clinical to experimental, I feel your program would be more beneficial to another student. Therefore, consider this a formal resignation from the Project.

Jan Cummins

COPY

April 6, 1976

Dr. Stanley F. Schneider, Chief
Psychology Education Branch
Division of Manpower and Training Programs
National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

Dear Dr. Schneider:

This is to inform you that Ms. Janet Cummins, a stipend student, has resigned from the "Training for New Careers in Psychology" program, as of March 1, 1976. Ms. Cummins indicated that her interests have changed from clinical to experimental psychology and she feels that our Project will not meet her needs. Her stipend has been transferred to Ms. Agnes Allen, presently a non-stipend student in the Project, who is in need of financial assistance.

Ms. Nora Durbin has also resigned from the program because of a sudden illness which has interfered with her ability to meet her academic and Project obligations. As of March 1, 1976, her stipend was transferred to Ms. Jeanette Sanchez, another non-stipend student who is in financial need.

Copies of the Statement of Appointment of Trainee forms signed by Ms. Allen and Ms. Sanchez are enclosed.

Thank you for your attention to this matter.

Sincerely,

Addison W. Somerville, Ph.D.
Project Director

AWS:cw
Encls.

February 19, 1976

Dr. Addison Somerville
Project Director
Training for New Careers in Psychology
California State University
Sacramento, CA 95819

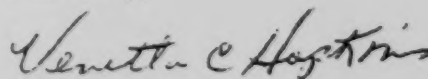
Re: Resignation from New Careers Program

Dear Dr. Somerville:

Effective February 19, 1976, I respectfully will resign from your program due to financial circumstances beyond my control.

Thank you for your concern and the extended information and exposure in the field of psychology.

Sincerely,



Venetta Hopkins
5631 25th Street
Sacramento, CA 95822

COPY

July 7, 1976

Karen B. Blakely, Ph.D.
Fieldwork Coordinator
"Training for New Careers"
Department of Psychology
California State University
Sacramento, California 95819

Dear Dr. Blakely:

Due to circumstances beyond my control, I find I must resign my position as Student Intern with the Sacramento Area Mental Health Association (SAMHA), effective July 6, 1976.

During my year and a half with this agency, I learned a great deal. The agency afforded me the experience of assuming considerable responsibility. It is through this kind of experience that students learn, grow, and truly make a contribution. The staff of SAMHA have openly shared their talents and knowledge with me. I am grateful for this.

The time I have spent with SAMHA has been extremely important to my personal and professional growth. I want to thank everyone responsible for allowing me this valuable experience. I hope other students will have this opportunity.

Sincerely,

Ms. Pat LaMarr
7854 Lemon Street
Fair Oaks, California 95628

cc: Addison W. Somerville, Ph.D.
Mr. Dick Skelton
Ms. Dorothy O'Connor

December 9, 1975

Ms. Wilhelmina Loree
7428 Wisconsin Drive
Citrus Heights, CA 95610

Dear Wilhelmina:

The staff and I regret your resignation as a student in the Training for New Careers in Psychology Project. I believe you have the potential to make a significant contribution to a program such as ours. However, I understand that you have many demands on you which make your participation at this time impossible.

I wish you success in your future endeavors. Please keep in touch with us.

Sincerely,

Addison W. Somerville
Addison W. Somerville
Project Director

AWS:cw

cc: Karen B. Blakely
Fieldwork Supervisor and Coordinator

APPENDIX D
WRITING SKILLS QUESTIONNAIRE

WRITING SKILLS QUESTIONNAIRE

1. Will you be a continuing student in the Project next semester?
YES 7 NO 6
2. Do you feel a course in writing skills would be valuable to you?
YES 6 NO 7
3. Would you like to have a self-paced course in writing skills available for your use?
YES 7 NO 6
4. If "yes" to (3), would you have the opportunity to use the program?
YES 3 NO 3
5. If "yes" on (4), how much time could you devote to it? (i.e., 1 hour/week)

1½ hours/week	<u>1</u>
3 hours/week	<u>1</u>
No Comments	<u>11</u>
6. If "no" on (4), please explain.

"Insufficient time"; "it's unnecessary and extra work";
"Mastered writing skills to the extent I care to".
7. Were you aware the English 3200 course was available in the Project office? YES 13 NO 0
8. If "yes" on (7), did you have the opportunity to use the course?
YES 3 NO 9
9. If "yes" on (8), did you feel the course was beneficial?
YES 3 NO 0
10. If "no" on (6), did you feel the course was unnecessary for your needs? YES 4 NO 4
11. If "no" on (10), was insufficient time available to you for use of the materials? YES 4 NO 2
12. If "no" on (11), please comment on reason(s) you were unable to use the course.

"Just too busy--not enough time."

APPENDIX E
COURSE EVALUATION

COURSE EVALUATION

Psychology 196A
 Workshop on the Psychology of
 Intergroup Relations
 Re: Fieldwork Interactions

Instructor:
 Mr. Peter Ngissah

You are being asked to help evaluate your course instructor and the course. Please do not write your name on this form. The purpose of this evaluation is to offer you the opportunity to provide feedback information about the behavior of the course instructor and suggestions for the improvement of the course in general.

I. Using a scale of 1=less than average; 2=average; 3=above average; and 4=superior, please objectively rate the instructor on the following items:

- | | |
|---|------------|
| 1. Effectively answers most students' questions. | <u>2.9</u> |
| 2. Actively participates in class discussions. | <u>3.3</u> |
| 3. Is interested in the subject of the course. | <u>3.6</u> |
| 4. Has a good sense of humor. | <u>3.3</u> |
| 5. Is rarely impatient with students. | <u>3.0</u> |
| 6. Clearly enjoys teaching. | <u>2.9</u> |
| 7. Is not afraid to deal with controversial issues. | <u>2.8</u> |
| 8. Has pleasant, sincere personality. | <u>3.0</u> |
| 9. Establishes a classroom atmosphere free of excessive pressure. | <u>2.6</u> |
| 10. Own teaching is enriched by broad cultural background. | <u>3.2</u> |
| 11. Has a high degree of professional integrity. | <u>3.5</u> |
| 12. Has a clear plan of work for each class meeting. | <u>2.6</u> |
| 13. Never boasts of his own accomplishments. | <u>2.6</u> |
| 14. Seems to be proud of his class. | <u>2.6</u> |
| 15. Treats students of all races with equal fairness. | <u>3.9</u> |
| 16. Is aware of the practical problems of life and bureaucratic politics. | <u>3.0</u> |
| 17. Does not talk over student's head. | <u>3.4</u> |

18. Deals with course subject as something growing, not final. 2.9
19. Shows evidence of emotional stability and poise. 3.1
20. Never permits students to waste time with pointless discussions. 2.2

II. Indicate your feelings about the following: (Please use reverse side if you need additional space.)

1. Did you find the class format (3 hours with 10 minutes break, once a week) to be a workable one?

YES 14 NO 8 NO ANSWER 1

Would you recommend any change(s)? YES _____ NO _____

Comments:

- 1) Two (2) hour class
- 2) More explicitness on what class goals, objectives and requirements are
- 3) More structure

2. Were you pleased with the class activities?

YES 9 NO 10 NO ANSWER 3

If NO, please elaborate:

- 1) Not enough direction
- 2) Too much time spent on matters that did not pertain to class
- 3) Repetitive content of the class induced boredom and loss of enthusiasm.

3. Did the course help you in any way with your summer fieldwork placement? YES 11 NO 9 NO ANSWER 2

Comments:

Two aspects:

- 1) Interesting to hear about others placements
- 2) Did not find it to be of any assistance in their placements.

4. Did the course help and/or add to your understanding of inter-group relations? YES 15 NO 7 NO ANSWER 0

If NO, please elaborate:

Gain of minimal knowledge.

5. Did you like the class exercises? YES 7 NO 8
NO ANSWER 7

Comments:

The general consensus was: What activities?

6. What activities would you add or eliminate? Please be specific.

ADD

- 1) Clearer Goals
- 2) More Structure
- 3) Guest Speakers
- 4) Relevant Issues Regarding Paraprofessionalism

DROP

- 1) Repetitive Class Content

7. What is your overall rating of the course?

Excellent 1 Good 4 Fair 8 Poor 3
 No Answer 1

8. What is your general evaluation of the course instructor?

Excellent 7 Good 13 Fair 2 Poor 0

9. Other comments:

- 1) Too much hostility
- 2) A few individuals caused problems in the class
- 3) Class too long after a full workday

10. Other suggestions for improvement:

Combined with those in #6.

APPENDIX F
EVALUATION OF FIELDWORK COORDINATOR/
SUPERVISOR POSITION

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

TRAINING FOR NEW CAREERS IN PSYCHOLOGY

EVALUATIONFieldwork Coordinator/Supervisor

Fall, 1975

Spring, 1976

In order for us to improve the operations of our program, we would like your input as to the effectiveness of the Fieldwork Coordinator/Supervisor.

As most of you know, this is a new position and as in most new positions there are problems that need to be worked out. In order to have the Coordinator/Supervisor serve our needs to the utmost, your candid evaluation is important. Please remember to evaluate the position and not the person.

The responsibilities and duties of this position are as follows:

The Fieldwork Coordinator/Supervisor is expected to: 1) plan and conduct agency visits; 2) supervise students in fieldwork positions; 3) evaluate fieldwork reports; 4) maintain regular contact with agency supervisor; 5) coordinate supervision by Project summer fieldwork supervisors and agency personnel; 6) keep an accurate record of each student's progress through the maintenance of weekly contacts and regular fieldwork evaluations; 7) act as liaison between the Project Director, the University and agency personnel; and, 8) to advise and counsel students regarding personal interactions which affect their performance on the job.

Please answer the following questionnaire as completely as possible.

1. Are you presently in a fieldwork position? Yes 11 No 9
2. Please circle the number of agency visits to which you have gone.
0 (0) 1 (8) 2 (4) 3 (5) 4 (0) 5 (2) 6 (1)
3. Did you find your agency visits an asset in terms of helping you to crystallize your placement choice? Yes 18 No 1
If no, please elaborate.

Was not complete enough.

4. Have you found that having one person fully responsible year-round for fieldwork supervision to be helpful? Yes 13 No 2

Comments:

It is essential and facilitative to have one person aware of agency needs and Project goals and expectations. Students who had not been in fieldwork placements were unable to comment.

5. What suggestions would you offer to improve the functioning of a Fieldwork Coordinator/Supervisor? Please be specific.

The Coordinator should establish specific office hours, make expectations clear to the student and be more of a "helper" to the student.

6. How would you rate the overall quality of your fieldwork supervision?

Excellent	<u>5</u>
Good	<u>3</u>
Satisfactory	<u>2</u>
Fair	<u>0</u>
Poor	<u>0</u>
Not Applicable	<u>6</u>

If below satisfactory, can you offer us constructive ways to improve the quality?

The quality seems to have improved greatly in recent weeks.

7. Do you feel that you have had sufficient personal contact with the Coordinator/Supervisor? Yes 13 No 3
8. If you're in a fieldwork placement, has your contact been regular and sufficient? Yes 7 No 1
9. As far as you know, has your on-site supervisor had regular contact with the Coordinator/Supervisor? Yes 12 No 0
If no, how could this be improved?

No comments.

10. Has the Fieldwork Coordinator/Supervisor communicated her expectations of you clearly and openly? Yes 13 No 0

The Supervisor has generally been fair, considerate, and understanding in making her expectations known to the students.

11. Are you sufficiently aware of the roles of the various staff members so that you know to whom to turn when you have a specific problem?

	Yes	No
Tutors	<u>18</u>	<u>2</u>
Director	<u>20</u>	<u> </u>
Secretary	<u>20</u>	<u> </u>
Fieldwork Coordinator/ Supervisor	<u>20</u>	<u> </u>

It would be helpful to know more about the academic strengths each tutor has and what they expect from tutoring sessions.

12. Are there questions regarding fieldwork placements to which you have not been given answers or aspects which differ from your initial expectations? If so, elaborate on them.

One respondent inquired about the availability of placements in the area of experimental psychology. The other respondent asked for clarification regarding the difference between the proposed placement as psychological intern and the actual functioning as teacher aide in reference to that student's placement.

13. What do you understand to be your responsibilities to the Project in terms of fieldwork placement?

- a. Adhere to Project goals while fulfilling own objectives; represent Project at agency in such a way as to insure future placements; exhibit proper behavior appropriate to a professional; be productive and dependable.
- b. Spend designated time at agency; successfully complete the 40 hours/week, two summer placement at an agency of mutual agreement without pay.
- c. Submit fieldwork reports on time that accurately describe the placement; keep fieldwork supervisor and Project apprised of progress, problems and general interactions at agency placement; contact fieldwork supervisor in event problems arise.
- d. Make agency visits when selecting placement.
- e. Fulfill responsibilities given by agency.
- f. Attend weekly class during the summer.

APPENDIX G
REPORT OF PERFORMANCE

TRAINING FOR NEW CAREERS IN PSYCHOLOGY

REPORT OF PERFORMANCE

Name: Mr. Keith C. Baynes Title: Fieldwork SupervisorEvaluator: Karen B. Blakely, Ph.D. Title: Fieldwork CoordinatorSignature: Karen B. Blakely Date: July 21, 1976

Rating Instructions: Please evaluate the above-named individual by placing check marks in the appropriate boxes. The ratings should be based upon the individual's job performance to date, rather than what you expect s/he may be able to do in the future. (The rating terms are defined below.)

Constructive discussion with employees regarding their work performance and progress is particularly valued. This Report of Performance may provide an excellent opportunity to review with the employee any problems in relation to his/her work, answer questions, and explain Project objectives or plans. It is hoped such interaction might also help to enhance employer-employee understanding:

RATING TERMS:

OUTSTANDING: Performance on the job indicates qualifications are definitely superior. Employee demonstrates competence on given dimension.

ABOVE STANDARD: Performance on the job indicates qualifications are more than satisfactory.

STANDARD: Performance on the job indicates qualifications are thoroughly satisfactory.

IMPROVEMENT NEEDED: Performance on the job indicates qualifications are somewhat inadequate. To reach the standard required of a competent employee, greater effort or training is needed.

UNACCEPTABLE: Performance on the job indicates qualifications are very inadequate. Special training, reassignment, or termination may be advisable. (Any factor or over-all rating of UNACCEPTABLE must be substantiated by the evaluator's written statement of specific reasons for such rating.)

	OUTSTANDING	ABOVE STANDARD	STANDARD	UNACCEPTABLE IMPROVEMENT NEEDED	NOT APPLICABLE	
<u>KNOWLEDGE</u>						
1. Demonstrated knowledge of the methods used in psychological data gathering.						X
2. Demonstrated an ability to interpret technical expressions and psychological terminology.				X		
3. Revealed a general knowledge of the field of psychology.		X				
4. Demonstrated the ability to offer constructive suggestions to improve students' performance.				X		
<u>WORK HABITS</u>						
5. Was prompt and efficient in completing work.				X		
6. Demonstrated reliability and dependability.	X					
7. Demonstrated initiative and self-direction.				X		
<u>RELATIONSHIPS WITH PEOPLE</u>						
8. Possessed the ability to effectively work with Project staff.				X		
9. Possessed the ability to effectively interact with University faculty.						X
10. Possessed the ability to effectively deal with Project students.				X		
11. Demonstrated the ability to develop and maintain harmonious relationships with agency supervisors.				X		

	OUTSTANDING	ABOVE STANDARD	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
12. Recognized individual differences and effectively utilized this awareness in interacting with Project and agency personnel.				X		
<u>LEARNING ABILITY</u>						
13. Displayed an awareness of student limitations and capabilities and effectively worked with the individual to reduce the former and enhance the latter.		X				
14. Demonstrated the ability to formulate goals and objectives and to modify techniques when appropriate to assist students in goal attainment.		X				
15. Recognized his/her strengths and weaknesses.				X		
<u>ATTITUDE</u>						
16. Showed enthusiasm.	X					
17. Revealed a willingness to conform to job requirements.	X					
18. Indicated a willingness to accept constructive criticism and suggestions.				X		
19. Demonstrated a willingness to place goals of Project ahead of personal needs.	X					
<u>PERSONAL FITNESS</u>						
20. Maintained an appropriate personal appearance.			X			
21. Displayed personal and professional integrity.		X				
22. Exhibited emotional stability.		X				

	OUTSTANDING	ABOVE STANDARD	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
23. Maintained a strict code of confidentiality.				X		
FACTORS NOT LISTED ABOVE						
24. Demonstrated the ability to write clear, concise, and sophisticated reports with good syntax.					X	
25.						
26.						
OVERALL RATING:				X		

COMMENTS:

Mr. Baynes possesses many fine qualities, such as his genuine interest and enthusiasm for his job, which are an asset. However, he does need to work on improving some areas which tended to detract from his job performance.

Mr. Baynes has difficulty in accepting constructive criticism about his work without becoming defensive and perceiving suggestions for improvement as a personal criticism.

In his eagerness to do a good job, Mr. Baynes tended to alienate some students and agency personnel with his oversupervision and rigidity. This occasionally hampered his ability to interact with students and agency personnel on an individual basis, adapting his role and behavior to their needs.

In all fairness, the role of Fieldwork Supervisor was a new one, and I am sure that with additional experience and a clearer understanding of this role, Mr. Baynes possesses the psychological knowledge and skills to improve.

Karen B. Blakely
 Karen B. Blakely, Ph.D.
 Fieldwork Coordinator
 Training for New Careers in
 Psychology
 California State University

Mark A. Baynes
 Fieldwork Supervisor
 Training for New Careers in
 Psychology
 California State University

TRAINING FOR NEW CAREERS IN PSYCHOLOGY

REPORT OF PERFORMANCE

Name: Ms. Charlotte H. Sabeh Title: Fieldwork Supervisor

Evaluator: Karen B. Blakely, Ph.D. Title: Fieldwork Coordinator

Signature: Karen B. Blakely Date: July 21, 1976

Rating Instructions: Please evaluate the above-named individual by placing check marks in the appropriate boxes. The ratings should be based upon the individual's job performance to date, rather than what you expect s/he may be able to do in the future. (The rating terms are defined below.)

Constructive discussion with employees regarding their work performance and progress is particularly valued. This Report of Performance may provide an excellent opportunity to review with the employee any problems in relation to his/her work, answer questions, and explain Project objectives or plans. It is hoped such interaction might also help to enhance employer-employee understanding.

RATING TERMS:

OUTSTANDING: Performance on the job indicates qualifications are definitely superior. Employee demonstrates competence on given dimension.

ABOVE STANDARD: Performance on the job indicates qualifications are more than satisfactory.

STANDARD: Performance on the job indicates qualifications are thoroughly satisfactory.

IMPROVEMENT NEEDED: Performance on the job indicates qualifications are somewhat inadequate. To reach the standard required of a competent employee, greater effort or training is needed.

UNACCEPTABLE: Performance on the job indicates qualifications are very inadequate. Special training, reassignment, or termination may be advisable. (Any factor or over-all rating of UNACCEPTABLE must be substantiated by the evaluator's written statement of specific reasons for such rating.)

	OUTSTANDING	ABOVE STANDARD	STANDARD	UNACCEPTABLE IMPROVEMENT NEEDED	NOT APPLICABLE	
<u>KNOWLEDGE</u>						
1. Demonstrated knowledge of the methods used in psychological data gathering.						X
2. Demonstrated an ability to interpret technical expressions and psychological terminology.				X		
3. Revealed a general knowledge of the field of psychology.			X			
4. Demonstrated the ability to offer constructive suggestions to improve students' performance.			X			
<u>WORK HABITS</u>						
5. Was prompt and efficient in completing work.			X			
6. Demonstrated reliability and dependability.		X				
7. Demonstrated initiative and self-direction.				X		
<u>RELATIONSHIPS WITH PEOPLE</u>						
8. Possessed the ability to effectively work with Project staff.		X				
9. Possessed the ability to effectively interact with University faculty.						X
10. Possessed the ability to effectively deal with Project students.		X				
11. Demonstrated the ability to develop and maintain harmonious relationships with agency supervisors.		X				

	OUTSTANDING	ABOVE STANDARD	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
12. Recognized individual differences and effectively utilized this awareness in interacting with Project and agency personnel.		X				
<u>LEARNING ABILITY</u>						
13. Displayed an awareness of student limitations and capabilities and effectively worked with the individual to reduce the former and enhance the latter.		X				
14. Demonstrated the ability to formulate goals and objectives and to modify techniques when appropriate to assist students in goal attainment.				X		
15. Recognized his/her strengths and weaknesses.		X				
<u>ATTITUDE</u>						
16. Showed enthusiasm.	X					
17. Revealed a willingness to conform to job requirements.		X				
18. Indicated a willingness to accept constructive criticism and suggestions.	X					
19. Demonstrated a willingness to place goals of Project ahead of personal needs.	X					
<u>PERSONAL FITNESS</u>						
20. Maintained an appropriate personal appearance.		X				
21. Displayed personal and professional integrity.	X					
22. Exhibited emotional stability.	X					

	OUTSTANDING	ABOVE STANDARD	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
23. Maintained a strict code of confidentiality.				X		
FACTORS NOT LISTED ABOVE						
Demonstrated the ability to write clear,						
24. concise, and sophisticated reports with	X					
good syntax.						
25.						
26.						
OVERALL RATING:	X					

COMMENTS:

Ms. Sabeh's sincere interest in her students and enthusiasm for her job were assets in her fine performance. Further, her interpersonal poise served her well in interacting with students, agency personnel, and co-workers.

I am glad to have had the opportunity to become better acquainted with Ms. Sabeh and look forward to continuing to work with her.

Karen B. Blakely
 Karen B. Blakely, Ph.D.
 Fieldwork Coordinator
 Training for New Careers in
 Psychology
 California State University

Charlotte Sabeh
 Ms. Charlotte Sabeh
 Fieldwork Supervisor
 Training for New Careers in
 Psychology
 California State University

TRAINING FOR NEW CAREERS IN PSYCHOLOGY

REPORT OF PERFORMANCE

Name: Mr. James E. Sween Title: Fieldwork Supervisor

Evaluator: Karen B. Blakely, Ph.D. Title: Fieldwork Coordinator

Signature: *Karen B. Blakely* Date: July 21, 1976

Rating Instructions: Please evaluate the above-named individual by placing check marks in the appropriate boxes. The ratings should be based upon the individual's job performance to date, rather than what you expect s/he may be able to do in the future. (The rating terms are defined below.)

Constructive discussion with employees regarding their work performance and progress is particularly valued. This Report of Performance may provide an excellent opportunity to review with the employee any problems in relation to his/her work, answer questions, and explain Project objectives or plans. It is hoped such interaction might also help to enhance employer-employee understanding.

RATING TERMS:

OUTSTANDING: Performance on the job indicates qualifications are definitely superior. Employee demonstrates competence on given dimension.

ABOVE STANDARD: Performance on the job indicates qualifications are more than satisfactory.

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IMPROVEMENT NEEDED: Performance on the job indicates qualifications are somewhat inadequate. To reach the standard required of a competent employee, greater effort or training is needed.

UNACCEPTABLE: Performance on the job indicates qualifications are very inadequate. Special training, reassignment, or termination may be advisable. (Any factor or over-all rating of UNACCEPTABLE must be substantiated by the evaluator's written statement of specific reasons for such rating.)

	OUTSTANDING	ABOVE STANDARD	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
<u>KNOWLEDGE</u>						
1. Demonstrated knowledge of the methods used in psychological data gathering.						X
2. Demonstrated an ability to interpret technical expressions and psychological terminology.			X			
3. Revealed a general knowledge of the field of psychology.	X					
4. Demonstrated the ability to offer constructive suggestions to improve students' performance.	X					
<u>WORK HABITS</u>						
5. Was prompt and efficient in completing work.	X					
6. Demonstrated reliability and dependability.	X					
7. Demonstrated initiative and self-direction.			X			
<u>RELATIONSHIPS WITH PEOPLE</u>						
8. Possessed the ability to effectively work with Project staff.	X					
9. Possessed the ability to effectively interact with University faculty.						X
10. Possessed the ability to effectively deal with Project students.	X					
11. Demonstrated the ability to develop and maintain harmonious relationships with agency supervisors.	X					

	OUTSTANDING	ABOVE STANDARD	STANDARD	UNACCEPTABLE IMPROVEMENT NEEDED	NOT APPLICABLE	
12. Recognized individual differences and effectively utilized this awareness in interacting with Project and agency personnel.			X			
<u>LEARNING ABILITY</u>						
13. Displayed an awareness of student limitations and capabilities and effectively worked with the individual to reduce the former and enhance the latter.			X			
14. Demonstrated the ability to formulate goals and objectives and to modify techniques when appropriate to assist students in goal attainment.				X		
15. Recognized his/her strengths and weaknesses.				X		
<u>ATTITUDE</u>						
16. Showed enthusiasm.			X			
17. Revealed a willingness to conform to job requirements.			X			
18. Indicated a willingness to accept constructive criticism and suggestions.	X					
19. Demonstrated a willingness to place goals of Project ahead of personal needs.			X			
<u>PERSONAL FITNESS</u>						
20. Maintained an appropriate personal appearance.			X			
21. Displayed personal and professional integrity.	X					
22. Exhibited emotional stability.	X					

	OUTSTANDING	ABOVE STANDARD	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
23. Maintained a strict code of confidentiality.				X		
FACTORS NOT LISTED ABOVE						
24. Demonstrated the ability to write clear, concise, and sophisticated reports with good syntax.		X				
25.						
26.						
OVERALL RATING:	X					

COMMENTS:

Mr. Sweem was an asset to the Project this summer, especially since he was able to step into the job on short notice and with prior experience in this role. Because he was hired to fill an unexpected vacancy, it was necessary that he quickly develop good working relationships with his students and co-workers. This was accomplished in an outstanding manner. In addition, Mr. Sweem has the professional sophistication to comfortably interact with agency personnel.

Mr. Sweem's prior experience was especially evident in his sophisticated comments to the students on their fieldwork reports. His well developed writing skills were also an asset in his job performance.

It was a pleasure to know and work with Mr. Sweem, and his fine performance is appreciated.

Karen B. Blakely
 Karen B. Blakely, Ph.D.
 Fieldwork Coordinator
 Training for New Careers in
 Psychology
 California State University

James E. Sweem
 Mr. James E. Sweem
 Fieldwork Supervisor
 Training for New Careers in
 Psychology
 California State University

APPENDIX H

FIELDWORK SUPERVISORS' CHECKLISTS

Supervisor: Mr. Keith C. Baynes

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE- LIVERED	RE- TURNED	
Jennifer Behnk	Communi- ty Coun- seling Center of Oak Park	3360 Fourth Avenue	452-4895	Dr. Norman Bell Ms. Walter Mae Mikes	6/11A 6/17A 6/25A 7/2A 7/9A 7/16A	6/9 6/2 6/16 6/23 6/30 7/7 7/14	6/17 7/2 7/8	6/24 7/19 7/19	6/11 6/18 6/25 7/2 7/9 7/16
Alfred Brown	Educa- tional Oppor- tunity Program	CSUS	454-6183	Ms. Satsuki Tomine	6/3A 7/8A 6/7A 7/15A 6/9A 6/14A 6/17A 6/24A 6/29A 7/1A	6/2 6/9 6/16 6/23 6/30 7/7 7/14	6/10 6/23 7/19	6/17 6/20 7/20	6/4 6/11 6/18 6/25 7/2 7/9 7/16
Patricia Carrington	Sacto. Area Mental Health Assoc.	1401 21st Street	447-9346	Ms. Dorothy O'Connor	5/24A 7/8A 6/4A 7/16A 6/8A 6/14A 6/21A 6/29A 7/1A	6/2 6/9 6/16 6/28 6/30 7/6 7/13	6/4 7/1 7/3	6/17 7/8 7/14	6/4 6/11 6/18 6/25 7/2 7/9 7/16

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Supervisor: Mr. Keith C. Baynes

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE- LIVERED	RE- TURNED	
Gloria Jones	South Area Mental Health Clinic	2315 Stockton Blvd.	440-6918	Mr. Ron Toppila	6/9A 6/15A 6/24A 6/30A 7/2A 7/9A 7/16A	6/9 6/2 6/16 6/23 6/30 7/7 7/14	6/9 6/30	6/16 7/10	6/11 6/18 6/25 7/2 7/9 7/16
Patricia LaMarr	Sacto. Area Mental Health Assoc.	1401 21st Street	447-9346	Ms. Dorothy O'Connor	6/9A 6/17A 6/22T 6/23T 6/24T 6/25T 7/1T	6/9 6/2 6/16 6/30	6/4	6/17	6/11 6/18 6/25 7/2
Joyce Mack	Calif. Youth Authority	3001 Ramona Avenue	452-1411	Mr. Sam Kamada	5/24A 6/2A 6/9A	6/2 6/9	NOT APPLICABLE		6/4 6/11

Supervisor: Mr. Keith C. Baynes

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE- LIVERED	RE- TURNED	
Leonard Mitchell	Parks and Recreation/ Fruit- ridge Recreation Center	3701 Branch Center Rd.	440-6211	Mr. Jim Leonard	5/24A	NOT APPLICABLE	NOT APPLICABLE		5/28
		6014 44th Street	422-7610	Ms. Cindia Casagrande					
Lacey Nye	Senior Health Day Care Center	3400 Elvas Avenue	457-9837	Ms. Helen McArther	5/28T 6/1A 6/10A	6/2 6/9	NOT APPLICABLE		6/4 6/11

Supervisor: Dr. Karen B. Blakely

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE- LIVERED	RE- TURNED	
Agnes Allen	PASAR	CSUS	454-6750	Dr. Peg McKoane	5/25A 7/8A 7/15A	6/2 7/14	7/8		5/28 7/9 7/16
Jean Capel	PASAR	CSUS	454-6750	Dr. Peg McKoane	5/25A 6/1A 6/3A 6/10A 6/24A 7/1A	6/2 6/9 6/16 6/23 6/30 7/7 7/14	6/10 6/30	6/22	5/28 6/4 6/11 6/25 7/2 7/9 7/16
Sandra Necco	South Area Mental Health Clinic	2315 Stock- ton Blvd.	453-3650	Mr. Sam Colenzo	5/27A 6/9A 6/16A 6/23A 6/30A 7/7T 7/14A	6/2 6/9 6/16 6/23 6/30 7/7 7/14	5/25 7/1 7/14	6/2 7/9	5/28 6/4 6/11 6/25 7/2 7/9 7/16

Supervisor: Dr. Karen B. Blakely

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE- LIVERED	RE- TURNED	
Geri Wells	SAMHA/ North Area Mental Health Clinic	1401 21st Street/ 811-D Grand Avenue	447-9346 922-3868	Dr. Ken Patton	6/8A 6/24A 6/29A	6/2 6/9 6/16 6/23 6/30 7/7 7/14	5/25 6/28 7/7	5/25 7/7	5/28 6/4 6/11 6/25 7/2 7/9 7/16

Supervisor: Ms. Charlotte H. Sabeh

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE-LIVERED	RE-TURNED	
Nathaniel Churchill	Community Counseling Center of Oak Park	3360 Fourth Avenue	452-4895	Ms. Walter Mae Mikes	7/1A 7/13A	NOT APPLICABLE			5/28 6/4 6/11 6/18 6/25 7/2 7/9 7/16
Mary Hudak	Training for New Careers CSUS	CSUS	454-6860	Ms. Doris Nash	6/1A 6/7A 6/17A 6/24A 7/1A 7/8A 7/15A	6/4 6/30 7/7 7/14	7/8	7/15	5/28 6/4 6/11 6/18 6/25 7/2 7/9 7/16
Coleen Ireland	Children's Receiving Home	3555 Auburn Blv.	482-2370	Mr. Richard Laughlin	5/24T 6/29A 5/25A 7/8A 5/27T 7/16T 6/1A 6/7T 6/15A	6/2 6/9 6/16 6/23 6/30 7/7 7/14	6/4 6/15	6/15 7/8	5/28 7/9 6/4 7/16 6/11 6/18 6/25 7/2

Supervisor: Ms. Charlotte H. Sabeh

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE- LIVERED	RE- TURNED	
Judy Jones	North Sacto. Child Care Center	1200 Alamos	925-4623	Mr. David Storms	6/28A 7/8A 7/14A	6/2 6/30 7/7 7/14	7/8		5/28 6/4 6/11 6/18 6/25 7/2 7/9 7/16
Bonnie Winstead	Public Conser- vator's Office	4400 V Street	440-5425	Mr. Richard Narver	6/2A 6/10A 6/24A 7/2T 7/9A 7/15A	6/2 6/9 6/16 6/23 6/30 7/7 7/14	6/10 7/15	6/30 7/15	5/28 6/4 6/11 6/18 6/25 7/2 7/9 7/16

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Supervisor: Mr. James E. Sweem

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE-LIVERED	RE-TURNED	
Ruth Chappell	Dept. of Food and Agriculture	1220 N Street	445-2665	Mr. Ken Klein	6/8A 6/11A 6/18T 6/23A 6/28A 6/30A 7/7T 7/14A	6/11 6/2 6/16 6/23 6/30 7/9 7/15	5/31 6/8 6/28	6/8 6/28 7/14	6/11 6/18 6/25 7/2 7/9 7/16
Joyce Mack	Calif. Youth Authority	3001 Ramona Avenue	452-1411	Mr. Sam Kamada	6/11A 6/18A 6/30A 7/13A	6/9 6/2 6/16 6/23 6/30 7/8 7/16	5/31 6/11 6/30	6/11 6/30 7/14	6/11 6/18 6/25 7/2 7/9 7/16
Leonard Mitchell	Fruitridge Parks and Recreation Center	6014 44th Street	422-7601	Ms. Cindia Cassagrande	6/16A 6/22T 7/1T 7/6A 7/8T 7/14A	7/2 7/9	6/16	7/2	6/18 6/25 7/2 7/9 7/16

Supervisor: Mr. James Sweem

T=Telephone
A=Agency Visit

SUPERVISOR'S FIELDWORK CHECKLIST

STUDENT'S NAME	AGENCY	ADDRESS	PHONE	SUPERVISOR	AGENCY VISITS	STUDENTS' FIELDWORK REPORTS	EVALUATIONS		FIELDWORK SUPERVISOR'S REPORTS
							DE- LIVERED	RE- TURNED	
Lacey Nye	Senior Health Day Care Center	3400 Elvas Avenue	457-9837	Ms. Helen McCarthy	6/8A 6/22A 7/1A 7/7A 7/14A	6/9 6/2 6/16 6/25 6/30 7/7 7/15	5/31 6/8 7/1	6/8 7/1 7/14	6/11 6/18 6/25 7/2 7/9 7/16
Jeanette Sanchez	Sacto. Area Mental Health Assoc.	1401 21st Street	447-9346	Ms. Dorothy O'Connor	6/15A 6/18A 6/21T 7/2A 7/15A	6/9 6/2 6/16 6/23 6/30 7/7 7/14	5/31 6/15 7/2	6/15 7/2 7/15	6/11 6/18 6/25 7/2 7/9 7/16

APPENDIX I
GUIDELINES FOR REPORT WRITING

GUIDELINES FOR SUMMER FIELDWORK REPORTS

1. SUMMARY. Summarize the general daily activities of the week in narrative form (a maximum of two pages). Include schedule, ratio of psychological to non-psychological tasks performed, and relevant matters of procedure (approximate time spent on each task).
2. CRITICAL INCIDENTS. What were the significant interactions between you and the staff, supervisors, clients, counselees, etc., other than routine? Include the professional and paraprofessional implications of those transactions and recommendations for dealing with similar situations which might arise in the future.
3. OBJECTIVE APPRAISAL. Make an objective appraisal of the week's experience. What expected or unexpected progress was made? Were any problems effectively resolved or left unresolved? Were there any situations that seemed to regress rather than progress?
4. SUBJECTIVE APPRAISAL. Make a subjective appraisal of the week's experience. What reactions did you have to the week's experiences? Was your reaction generally positive or generally negative? Did you feel ambivalent? What kinds of things could be done to make the job optimally rewarding and satisfying?
5. TITLE PAGE. Each report must have a title page with the following information. ALL REPORTS ARE TO BE TYPED.

Your Name
Date of Report
Agency
Week of ____ to ____

Name of on-the-job agency supervisor
Name of CSUS Fieldwork Supervisor

GUIDELINES FOR MONTHLY FIELDWORK REPORTS

1. SUMMARY. Summarize the general daily activities of the month in narrative form (a maximum of two pages). Include schedule, ratio of psychological to non-psychological tasks performed, and relevant matters of procedure (approximate time spent on each task).
2. CRITICAL INCIDENTS. What were the significant interactions between you and the staff, supervisors, clients, counselees, etc., other than routine? Include the professional and paraprofessional implications of those transactions and recommendations for dealing with similar situations which might arise in the future.
3. OBJECTIVE APPRAISAL. Make an objective appraisal of the month's experience. What expected or unexpected progress was made? Were any problems effectively resolved or left unresolved? Were there any situations that seemed to regress rather than progress?
4. SUBJECTIVE APPRAISAL. Make a subjective appraisal of the month's experience. What reactions did you have to the month's experiences? Was your reaction generally positive or generally negative? Did you feel ambivalent? What kinds of things could be done to make the job optimally rewarding and satisfying?
5. TITLE PAGE. Each report should have a title page with the following information. ALL REPORTS ARE TO BE TYPED.

Your Name
Date of Report
Agency
Month of ____ to ____

Name of on-the-job agency supervisor

GUIDELINES FOR WRITING THE FINAL FIELDWORK REPORT

Title Page

The Title Page should include the following information: your name, date of report, agency, final evaluation, name of the on-the-job agency supervisor, name of CSUS Fieldwork Supervisor.

Value of Experience

Under this section, write a general progress report which discusses the sociological, psychological, and emotional aspects of your experiential learning. Include the usefulness and importance of your fieldwork experience. Elaborate on any unique experiences you have had that would not have been found elsewhere.

Job Limits and Possibilities

Compare the agency's job description with the actual tasks performed; discuss the ways in which they are consistent or inconsistent. Point out the factors which have restricted the scope of your accomplishments or activities; if none, state so. Further, elaborate on the feasibility of employment.

Agency Attitudes

Be specific about the affective response of agency personnel to:

- 1) Project Director
- 2) Project
- 3) Fieldwork Coordinator
- 4) Fieldwork Supervisor
- 5) Trainee

Elaborate on any assertions made.

Personal Obstacles and Helpful Aspects

Explicitly state the strengths and weaknesses of your personality and performance as they relate to interactions with the agency's personnel. That is, discuss attitudes and behaviors which literally stood in the way of your progress. Further, include information concerning behaviors that enhanced personal growth and improved skills.

Helpful Information

Offer any suggestions which might benefit another student. For

example, include academic courses which would be of value or types of behavior that the agency personnel are likely to perceive as annoying. Describe the kind of person who would not perform well at this agency.

Opinion on Future Placements

Evaluate your fieldwork position, the training quality of the agency, and give your rationale for recommending its continuance or discontinuance as a fieldwork placement position.

Recommendations and Suggestions

Indicate ways in which the Project may better enhance your experience at the agency.

APPENDIX J
TRAINEE EVALUATION FORMS

EVALUATION_____
LAST NAME_____
FIRST NAME_____
FIELDWORK POSITION_____
AGENCY_____
ADDRESS_____
RATER'S NAME_____
POSITION_____
DATE

Rating Instructions: Please evaluate the above-named student by placing check marks in the appropriate boxes. The ratings should be based upon the student's job performance to date, rather than what you expect he/she may be able to do in the future. (The rating terms are defined below.)

Constructive discussion with our fieldwork students regarding their work performance and progress is particularly valued. This Report of Performance may provide an excellent opportunity to review with the student any problems in relation to his/her work, answer questions, and explain agency or unit objectives or plans. It is hoped such interaction might also help to enhance supervisor-employee understanding.

RATING TERMS:

OUTSTANDING--Performance on the job indicates qualifications are definitely superior; performance by the end of the probationary period can be expected to be well above the standard required of a competent permanent employee in that job.

STANDARD--Performance on the job indicates qualifications are thoroughly satisfactory; performance by the end of the probationary period can be expected to be up to, or somewhat above the standard required of a competent permanent employee in that job.

IMPROVEMENT NEEDED--Performance on the job indicates qualifications are somewhat inadequate; to reach the standard required of a competent permanent employee by the end of the probationary period, greater effort or training is needed.

UNACCEPTABLE--Performance on the job indicates qualifications are very inadequate; special training, reassignment, or rejection may be advisable. (Any factor or over-all rating of UNACCEPTABLE must be substantiated by the Rater's written statement of specific reasons for such rating.)

	OUTSTANDING	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
<u>SKILLS AND ABILITIES</u>					
1. Demonstrates adequate verbal and writing skills.					
2. Accomplishes assigned tasks with minimal (reasonable) supervision and accuracy.					
3. Demonstrates acceptable knowledge and application of psychological skills required of a <u>paraprofessional</u> .					
4. Demonstrates reasonable improvement with an increase in his/her time on the job.					
5. Shows enthusiasm for the work, willingness to conform to paraprofessional limitations and to accept suggestions for improvement.					
6. Demonstrates reliability and dependability, punctuality, and a willingness to assume responsibility.					
7. Recognizes his/her own strengths and limitations.					
8. Demonstrates integrity, emotional stability and maturity and good standards of personal appearance.					
9. Shows appropriate assertion and initiative in enhancing his/her value to the agency.					
10. Shows reasonable knowledge of agency functions and structure and identifies with agency goals.					
11. Is cognizant of realistic limitations imposed on the agency, professionals, and paraprofessionals in accomplishing stated goals.					

	OUTSTANDING	STANDARD	IMPROVEMENT NEEDED	UNACCEPTABLE	NOT APPLICABLE
<u>RELATIONSHIPS WITH THE AGENCY AND CLIENTS</u>					
12. Demonstrates the ability to maintain harmonious relationships with agency supervisors and co-workers, and is cognizant of paraprofessional role in relating to professionals.					
13. Demonstrates the ability to develop constructive suggestions to improve the agency's functioning, when appropriate.					
14. Maintains effective interactions with the public and agency clients, regardless of ethnic background.					
15. Recognizes individual differences and effectively utilizes this awareness in interacting with clients.					
16. Demonstrates the ability to formulate goals and objectives for counseling (or teaching) and to modify specific counseling (or teaching) techniques when appropriate for successful goal attainment.					

COMMENTS

Because completing a rating sheet like this does require considerable thought and time, we would appreciate any additional comments which might clarify the agency supervisor's thinking and any opinions which have not been covered by an item in this form. Suggestions which may help the student improve his/her performance would be especially helpful.

APPENDIX K
APPLICATION AND FINANCIAL
STATEMENT FORMS

APPLICATION FOR
"TRAINING FOR NEW CAREERS IN PSYCHOLOGY"
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Name _____
(Last) (First) (Middle)

Social Security Number: _____ - - Date _____

Date of Birth _____ Place of Birth _____

Permanent Address _____
(Street) (City) (State) (Zip)

Present Address (If different from above)

(Street) (City) (State) (Zip)

Telephone Number: (Home) _____ (Office) _____

Marital Status: Single _____ Married _____ Separated _____ Divorced _____

Are you requesting financial aid through the Project? Yes _____ No _____

What are the sources of your financial support? (Parents, scholarships,
employment, G.I. Bill, etc.) _____

Are you presently employed? Yes _____ No _____

If yes, please give name of employer and address: _____

_____ How long employed? _____

Number of hours you work per week: _____

Description of position: _____

Occupation of parents: Mother _____

Father _____

From what source did you learn of this Project? _____

Colleges and Universities which you have attended:

Name	Address	Major	Dates

Number of units completed _____ Academic level: Soph Jr Sr Gr
(Semester hours) (please circle one)

If you have not presently completed sufficient credit for a least junior status (60 semester hours), when do you plan to do so? _____
(Mo) (Yr)

College courses taken and grades earned:

Course	Grade	Course	Grade	Course	Grade

Grade point average for all courses: _____ Units in progress _____

Grade point average for Psychology courses: _____

Have you taken any of the following tests? ACT _____ SAT _____ SCAT _____

Why are you interested in a career in psychology? (Be specific.)

If accepted into this Project, what do you expect to gain from it?

List your career or occupational choices in psychology, in order of highest interest:

1. _____
2. _____
3. _____

Mail application to:

Addison W. Somerville, Ph.D.
Project Director
Training for New Careers in Psychology
Psychology Department, Room 362
California State University, Sacramento
6000 Jay Street
Sacramento, California 95819

Phone: 454-6860

In addition, please submit:

1. Transcripts, to be sent directly from all colleges and universities which you have attended.
2. Letters of recommendation (3), to be sent directly from former instructors, at least one from within the field of psychology.
3. If applying for a stipend, please complete the attached financial statement to help us determine which Project students are in greatest financial need. There are only a limited number of stipends available.
4. A brief resume of your practical experience (paid and volunteer) related to the field of psychology.

Applications must be received by _____.

TRAINING FOR NEW CAREERS IN PSYCHOLOGY
FINANCIAL STATEMENT
C O N F I D E N T I A L

Applicant's Name: _____ Soc. Sec. #: _____
Last First M.I.

Mailing Address: _____ Phone: () _____
Street City State Zip

Academic Status: ____ Jr. ____ Sr. Marital Status: _____

Total # of Dependents: _____ Total (including applicant who will
be attending post-high-school edu-
cational institution: _____

Applicant's Occupation: _____ Spouse's Name: _____

Applicant's Employer: _____ Spouse's Occupation: _____

Applicant's (and Spouse's) Expenses Applicant's (and Spouse's) Resources

	Calendar Year Sept. 19 to Sept. 19		Calendar Year Sept. 19 to Sept. 19
Student's tuition, fees, books, and supplies		Student's wages, sal- aries, tips, (before taxes)	
Spouse's tuition, fees, books, and supplies		Spouse's wages, sal- aries, tips, (before taxes)	
Rent, mortgage, utilities, etc.		Other taxable income (itemize below)	
Food and house- hold supplies		Financial assistance from relatives	
Transportation (itemize below)		Grants, scholarships educational loans	
Clothing, laundry, cleaning		Social Security educational bene- fits	
Medical and dental (itemize below)		Veterans-GI Bill	
Other expenses (itemize below)		Other income (itemize below)	
		TOTAL RESOURCES	
		Less taxes	
TOTAL EXPENSES		AVAILABLE RESOURCES	

Comments:

I (We) declare that the information reported is true, correct and complete.

Applicant's Signature: _____ Date: _____

Spouse's Signature _____ Date: _____

APPENDIX L
STUDENT PROGRESS REPORT FORM

CONFIDENTIAL

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
 TRAINING FOR NEW CAREERS IN PSYCHOLOGY
 STUDENT PROGRESS REPORT

Dear Professor _____: Date: _____

_____ is a Project student currently enrolled in your _____ class. To aid in the educational growth of our students, we are requesting the following progress report from you. It is our hope that this will be helpful to our staff in making careful analyses of the student's academic work and in determining additional educational and/or training needs of our students, and will provide feedback of benefit to the student's general progress.

1. Can you predict a grade based on the student's work to date:

A___ B___ C___ D___ F___ Other___

2. Has the student completed all tests and assignments to date?

Yes___ No___

3. Is the student's attendance satisfactory? Yes___ No___

4. Please comment briefly on the student's

a) Writing ability: Outstanding___ Standard___

Improvement Needed___ Unacceptable___

b) Class participation: Outstanding___ Standard___

Improvement Needed___ Unacceptable___

5. Your suggestions, if any, for the student and our tutorial staff which will aid in improving the student's academic performance:

Thank you for your assistance. A return envelope is attached. Please drop it into campus mail. (f you have questions, call X6860, on campus.)

 (Tutor)

 (Supervisor)

 (Project Director)

APPENDIX M

PROGRAM REQUIREMENTS - STIPEND
AND NON-STIPEND CONTRACTS

TRAINING FOR NEW CAREERS IN PSYCHOLOGY

PROGRAM REQUIREMENTS

I. STUDENT'S RESPONSIBILITIES

It is the student's responsibility to:

1. Maintain full-time status of a least twelve (12) units per semester during the academic year;
2. Meet requirements for a B.A. degree in psychology as determined by the CSUS Psychology Department; in addition to these requirements,
3. Enroll in the following Project courses:
 - a. Psychology 135: Psychology of Ethnic Minorities
 - b. Psychology 182: Techniques of Paraprofessional Interactions
 - c. Psychology 196A: Workshop in the Psychology of Intergroup Relations. Re: Fieldwork Interactions (each summer, concurrent with fieldwork);
4. Complete assignments in all academic courses each semester so as to avoid incomplete grades;
5. Attend all Project meetings;
6. Maintain weekly tutorial contacts during the academic year;
7. Check students' message box or call office for messages;
8. Improve writing skills when problems are encountered;
9. Participate in two (2) summers of fieldwork, employed full-time for eight (8) weeks by a participating community agency;
10. Write monthly reports if participating in fieldwork during the academic year;
11. Write weekly reports when participating in summer fieldwork;
12. Maintain at least monthly contact with the Fieldwork Coordinator;
13. Maintain at least bi-weekly contact with the Fieldwork Supervisor during the summer;
14. Type and submit fieldwork reports on appropriate due dates and according to standard format;
15. When an unacceptable report is returned, attach original unacceptable copy to rewritten copy and re-submit.

TRAINING FOR NEW CAREERS IN PSYCHOLOGY

PROGRAM REQUIREMENTS
(CONTINUED)

-2-

II. PROJECT'S RESPONSIBILITIES

Contingent upon the student's adherence to the above requirements, the Project acknowledges the following responsibilities to the student. The Project will:

1. Arrange for each student to meet with an academic advisor;
2. Provide tutorial assistance during the academic year;
3. Provide fieldwork supervision for the duration of the student's fieldwork placement;
4. Provide fieldwork placement to match, as far as possible, the student's interests;
5. Provide assistance in securing a paraprofessional position at the B.A. level, based on the student's fieldwork performance and information concerning the availability of such positions.

We are aware that the majority of students are very responsible and are meeting the above program requirements. However, we have found it necessary to communicate these requirements to you due to prior experience with a few students who, for a variety of reasons, are not fulfilling them. If you are unable to participate in scheduled appointments or meetings, please telephone in advance, notifying us as to the reason why you will be unable to participate. You may telephone the Project secretary at 454-6860 and leave a message if you are unable to directly contact the appropriate person(s) with whom you are to meet.

We feel that the "Training for New Careers" program is a worthwhile project which will only work if each student fulfills program requirements and actively participates in all program activities.

Thank you for your attention and cooperation regarding this matter.

6/10/76

CW

CONTRACT OF STIPEND STUDENTS
IN THE
TRAINING FOR NEW CAREERS IN PSYCHOLOGY
PROGRAM

This project was designed to enable undergraduate psychology students, in conjunction with their regular course work, to gain on-the-job experience through a fieldwork placement in a paraprofessional position with a local agency. To facilitate the trainee's success, a monthly stipend, in addition to funds for tuition, reference books and fees, has been granted. The purpose of the stipend is to reduce financial pressures which otherwise might interfere with the student's academic progress.

Therefore, in accepting this stipend, the student agrees:

- A. To accept a full-time summer fieldwork position of eight weeks with a local agency following both his/her junior and senior years. Assignment to a particular agency will be made by the Fieldwork Coordinator. Factors taken into consideration in regard to the placements are:
 1. The student's interests, skills and stated preferences.
 2. The agency's needs as stipulated in the job description and the student's qualifications.
- B. To postponement of graduation until August of the student's senior year after the fieldwork requirement has been fulfilled.
- C. To perform fieldwork without compensation other than the stipend which is granted on a twelve month basis.
- D. To submit, on time, weekly reports of his/her progress on the job, describing in detail his/her duties and performance and evaluating the degree of learning occurring during this fieldwork placement.
- E. To participate in a three-hour seminar one evening a week during the summer fieldwork periods. This course, in conjunction with the fieldwork, will earn the student three credits. To acquire these, however, all academic assignments related to the course must be satisfactorily completed so that a passing is earned.
- F. To return all money received as stipend if he/she withdraws from the program (without an official release because of extenuating circumstances) before completing a full year's program requirements. If the student withdraws, he/she gives up his/her opportunity to work for the cooperating agency. He/she must immediately leave the job if he/she is already participating in the fieldwork aspect of the program.
- G. If a full-time position is offered at the culmination of the program, the student agrees to, at least, consider accepting the position if it fits into the student's ultimate goals and offers him/her satisfaction as well as financial reward.

I, the undersigned, fully understand and agree to the conditions of this contract. I have also received a copy of the Program Requirements and a copy of this contract for my reference.

DATE

SIGNATURE

DATE

APPROVED
ADDISON W. SOMERVILLE, Ph.D.
Professor and Project Director

6/76
cw

CONTRACT OF NON-STIPEND STUDENTS
IN THE
TRAINING FOR NEW CAREERS IN PSYCHOLOGY PROGRAM

This project was designed to enable undergraduate Psychology students, in conjunction with their regular course work, to gain on-the-job experience through a fieldwork placement in a paraprofessional position with a local agency. Therefore, in return for admission into the program, the non-stipend student understands that:

- A. The student must accept full-time summer fieldwork position of eight weeks with a local agency following both his/her junior and senior years. Assignment to a particular agency will be made by the Fieldwork Coordinator. Factors taken into consideration in regard to the placements are:
 1. The student's interests, skills and stated preferences.
 2. The agency's needs as stipulated in the job description and the student's qualifications.
- B. Completion will be required until August of the student's senior year after the fieldwork requirement has been fulfilled.
- C. Although there is no guarantee that the student can be placed in a paying fieldwork position, every effort will be made to do so. The student will be made aware of paying positions available so that he/she can take this into consideration, if necessary, when making job preferences.
- D. The student must submit, on time, weekly reports of his/her progress on the job, describing in detail his/her duties and performance and evaluating the degree of learning occurring during this fieldwork placement.
- E. The student must participate in a three-hour seminar one evening a week during the summer fieldwork periods. This course, in conjunction with the fieldwork, will earn the student three credits. To acquire these, however, all academic assignments related to the course must be satisfactorily completed so that a passing grade is earned.
- F. If the student withdraws, he/she will forfeit the opportunity to work for the cooperating agency. The student must immediately leave the job if he/she is already participating in the fieldwork aspect of the program. The student, however, will have the option to withdraw or renew the contract upon completion of the junior year.
- G. If a full-time position is offered at the culmination of the program, he/she must at least consider accepting the position if it fits into the student's ultimate goals and offers him/her satisfaction as well as financial reward.

I, the undersigned, fully understand and agree to the conditions of this contract. I have also received a copy of the Program Requirements and a copy of this contract for my reference.

DATE

SIGNATURE

DATE

APPROVED

ADDISON W. SOMERVILLE, Ph.D.
Professor and Project Director

6/76
cw

APPENDIX N
FIELDWORK SUPERVISOR'S FUNCTIONS

TRAINING FOR NEW CAREERS IN PSYCHOLOGY

FIELDWORK SUPERVISOR'S FUNCTIONS

The Project will provide supervision of all trainees unless the agency specifically requests otherwise. Training and supervision in specific areas related to the job will also be undertaken by the fieldwork supervisor, if the participating agency requests it. Appropriate suggestions and/or resource material will be made available by the Project.

Basically, it is the supervisor's responsibility to act as a liaison between the students, the University and Project Director, and the agency personnel. This entails the following functions:

- 1) An understanding of participating agencies in order to match students' interests and skills with job demands in agency contacts.
- 2) Visiting agencies and maintaining contact with the agency employee who is the student's immediate supervisor to obtain evaluations of the student's performance and to observe the student on the job.
- 3) Discussing with students their job progress. Arranging student conferences, as needed, to counsel students in the areas of interpersonal relationships on the job, agency culture, paraprofessional responsibilities and skills, and appropriate job-related behavior.
- 4) If specific problems occur, conferring with the agency supervisor and student and taking appropriate action to resolve job-related conflicts.
- 5) Insuring that appropriate counseling referrals are made for any student whose personal problems may interfere with successful job performance.

Karen B. Blakely, Ph.D.
Fieldwork Supervisor
Training for New Careers in Psychology
Psychology Building, Room 362
California State University, Sacramento

Telephone: (916)454-6860

APPENDIX O

ETHNIC COMPOSITION - TRAINEES 1975 - 76

ETHNIC COMPOSITION
BY AGE, SEX, CLASS STANDING, AND STIPEND STATUS

TRAINEES 1975 - 76

		<u>BLACK</u>		<u>WHITE</u>		<u>CHICANO</u>		<u>INDIAN</u>		<u>TOTAL</u>
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
SEX		3	6	0	8	0	1	0	1	19
AGE	20-29	1	2	0	3	0	1	0	1	
	30-39	1	4	0	3	0	0	0	0	
	40-50	1	0	0	2	0	0	0	0	19
CLASS STANDING	JUNIOR	3	3	0	3	0	1	0	0	
	SENIOR	0	3	0	5	0	0	0	1	19
STIPEND STATUS	YES	0	3	0	3	0	1	0	1	
	NO	3	3	0	5	0	0	0	0	19

APPENDIX P

STUDENTS WHO LEFT WITHOUT FULFILLING ALL OF THE PROGRAM'S
REQUIREMENTS AND RECEIVING A B.A. DEGREE

STUDENTS WHO LEFT WITHOUT FULFILLING
ALL OF THE PROGRAM'S REQUIREMENTS AND RECEIVING A B.A. DEGREE

INSTITUTION: California State University, Sacramento

TRAINING PROGRAM: "Training for New Careers in Psychology"

<u>Name</u>	<u>Entered Program</u>	<u>Left Program</u>	<u>Reason for Leaving the Program</u>
Braeseke, Fred	9/75	11/75	Voluntarily withdrew because of irreconcilable differences with the Director over goals, objectives and requirements of the program.
Carrington, Patricia	9/75	8/76	Voluntarily withdrew after completing one year's program requirements because she lacked only two units to complete her B.A. degree, which she plans to finish at the end of the 1976 summer session.
Churchill, Nathaniel	2/76	7/76	Voluntarily withdrew without completing his fieldwork requirement because he decided the goals and objectives of the program were no longer compatible with his own.
Cummins, Janet	9/75	3/76	Voluntarily withdrew because her interests in the field of psychology shifted from the area of applied to experimental. She is currently pursuing her B.A. degree in this area.
Durbin, Nora	9/75	3/76	Voluntarily withdrew because of personal and family problems which interfered with her participation in and completion of her academic requirements.
Hopkins, Venetta	9/75	2/76	Voluntarily withdrew because of financial problems which interfered with her ability to participate in the field-work portion of the program.

<u>Name</u>	<u>Entered Program</u>	<u>Left Program</u>	<u>Reason for Leaving the Program</u>
Loree, Wilhelmina	9/75	12/75	Voluntarily withdrew because of personal and family problems which interferred with her full-time participation in the program.

APPENDIX Q
SUPERVISORS' FINAL FIELDWORK EVALUATIONS

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Agnes Allen - Junior

Fieldwork Supervisor: Dr. Karen B. Blakely

Placement

Ms. Allen selected the Program for Adult Student Admission and Re-Entry (PASAR), located on the University campus, for her summer fieldwork placement. This is a new agency which has been in operation since July 1, 1975. Among the services provided are outreach programs to acquaint the community with University services, academic and financial aid advising, career planning, and general counseling services.

Progress

Ms. Allen's role at PASAR was that of a Re-Entry Counselor. Her first week at the agency involved familiarizing herself with resource material and participating in a training session devoted to the development of listening and counseling skills. To meet the agency's needs of full-time coverage during the summer, Ms. Allen deferred the balance of her fieldwork placement to commence on July 6, 1976.

Ms. Allen began doing counseling as soon as her placement started. This counseling dealt with all aspects of academic and career re-entry. Ms. Allen had an equal or greater interest in other aspects of this placement, since she had prior experience in counseling in other settings. She assumed full responsibility for, and showed great initiative in, planning a creative community outreach project. This project was held at a local shopping center in conjunction with an August "Back to School Sale." The title she selected was, "Is this the year for Mom and Dad to go back to school too?"

Evaluation

Dr. McKoane was originally somewhat uncertain of the agency's summer needs, inasmuch as this was the first full summer of operation. She was pleased not only with Ms. Allen's performance, but with having a full-time counselor all summer. There are numerous administrative duties for which Dr. McKoane is solely responsible. Ms. Allen's availability to deal with clients enabled Dr. McKoane to devote more time to other matters demanding her attention and thus contributed to the agency's growth and efficiency.

Through this placement experience, Ms. Allen was exposed to a variety of new experiences and professionals. These, together with the support and enthusiasm of her supervisors, increased her confidence in her skills and abilities. Ms. Allen's cultural background markedly differed from her experiences and the people with whom she came in contact through this placement. However, her flexibility was an asset in coping with these new experiences and in doing an excellent job.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Jennifer Behnk - Senior

Fieldwork Supervisor: Mr. Keith C. Baynes

Placement

For her summer placement Ms. Behnk continued to work at the Community Counseling Center of Oak Park (CCCOOP). This Center works with individuals from the Oak Park community and offers such services as family planning, group, family, or individual counseling, and tutorial assistance for those children encountering academic problems. Other general services are provided to assist individuals to lead more integrated and harmonious lives. There is no charge for the utilization of the Center's services.

Progress

Ms. Behnk's position was Community Mental Health Intern. Her duties consisted of providing tutorial assistance to those children who are behind in their academics and of providing individual counseling. Ms. Behnk also went to Galt once a week. There she worked with children in a tutorial position with individuals on a one-to-one basis. Additionally, she worked with the staff to facilitate an adolescent program for Youths with emotional problems.

Ms. Behnk was excited about working at CCCOOP, but at first was confronted with the question, "What can I do that will be helpful to the individuals of Oak Park?" This question arose because: 1) The Center is utilized by predominately black individuals; 2) Ms. Behnk is white; and 3) Ms. Behnk had never been in Oak Park in a working capacity until she went to work for CCCOOP. As time progressed and Ms. Behnk's

experience resulted in greater awareness of the community's needs, wants and desires, the self-doubt began to dissipate and turn into a positive quality. This was evidenced by the fact that Ms. Behnk will continue to volunteer her time at the Center after her fieldwork placement is completed and will be considered for full-time employment there.

Evaluation

This experience gave Ms. Behnk a good understanding of the problems minorities encounter, especially Blacks, in a diverse set of social situations. This has helped Ms. Behnk to appreciate the goals and objectives of community services such as CCCOOP and also to see how difficult it is to implement change in an individual's life style even though one has a true desire to assist people.

Although the adolescent program in Galt had not become active by the time Ms. Behnk left CCCOOP, the administrative experience was good for her. It helped her to see how arduous a task it is to formulate a new program, arouse interest, encourage referrals and recruit participants.

This agency is a very fruitful one for placing an individual in that the individual will utilize and enhance many of the psychological skills they have obtained from their schooling. Any Project student, regardless of ethnicity, would be able to function within this agency. It is recommended that the individual have some knowledge of the black culture as well as some knowledge of the Oak Park community. With this knowledge the student will be able to perform optimally.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Mr. Alfred Brown

Fieldwork Supervisor: Mr. Keith C. Baynes

Placement

Mr. Brown chose to work at the Educational Opportunity Program (EOP) for his summer fieldwork. This agency is located on the University campus. The program assists ethnic minority individuals who desire to obtain a college education but who would not be eligible if they were to apply through regular channels. The program is designed to assist the students to improve their reading level, vocabulary, study habits and reading comprehension. This is accomplished through an intensive six-week summer session. Student assistance continues when school is in session, with tutors available to the students to deal with any problems which might arise.

Progress

Mr. Brown spent the first week acquainting himself with the agency, its goals and objectives, and the agency staff. The second week Mr. Brown went through an intensive job training session. He was initially a passive observer, and would sit on the periphery and partake in the class activities only when called upon. The Director pointed this out to Mr. Brown and told him that he should relax. Subsequently he became more involved and even spent extra time on various projects that would be of assistance to his group of students. Mr. Brown had to work through a problem concerning an assumed parallel between EOP and the Project. At EOP a very supportive system for students exists. That is, the students

are always receiving positive reinforcement in all of their activities so that they will not become discouraged and withdraw from the program and school. The problem for Mr. Brown was that he felt our Project should have this type of support system. Once he was able to see that both their purposes and methods are different in terms of interactions and expectations, the problem subsided and Mr. Brown no longer felt uneasy over the differences between the two projects.

Evaluation

The experience of working in this program has been beneficial to Mr. Brown in several respects. First, it helped him to become more skilled in interpersonal relations. Second, it has helped him to see that, although an individual has the desire to go to school and improve his knowledge, the person's cultural and family background may have a restrictive influence on this goal. Finally, Mr. Brown's writing skills improved because of his working with other students to improve their skills.

EOP is an agency where Project students can apply the psychological knowledge they have acquired and also see the effect an individual's culture has on his motivation. It would be appropriate that students working there be aware of various ethnic cultures. Some experience in working with minorities would be very beneficial. Overall, the placement is one that is educational and definitely allows an individual to grow and become more aware of the obstacles placed in front of a minority individual who wishes to pursue an academic career.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Jean Capel - Junior

Fieldwork Supervisor:

Placement

Ms. Capel chose the Program for Adult Student Admission and Re-Entry (PASAR), located on the CSUS campus, for her summer fieldwork placement. This is a new agency which has been in operation since July 1, 1975. Among the services provided are outreach programs to acquaint the community with University services, academic and financial aid advising, career planning, and general counseling services.

Progress

Ms. Capel functioned at PASAR as a Re-Entry Counselor. Her first week at the agency was devoted to familiarizing herself with resource material and a valuable training session devoted to the development of listening and counseling skills.

Ms. Capel began doing counseling immediately after completing her training session. She was presented with a variety of problems ranging from questions about choice of academic major and graduate admission procedures to interpreting vocational tests and counseling clients regarding upward mobility. In view of her lack of experience, Ms. Capel understandably encountered situations to which she either lacked sufficient information, or to which she could not reasonably be expected to provide answers and make decisions for clients. She handled these situations maturely and skillfully, seeking assistance from appropriate resource people. Further, she was extremely conscientious in doing follow-up research and later contacting clients to convey additional information

she had acquired.

Ms. Capel also participated in several workshops, conferences, and planning meetings with Dr. McKoane, Director of PASAR. Ms. Capel tends to underestimate her abilities because of her student role. Therefore, these opportunities provided beneficial experiences for her to work toward altering this perception through being treated with equal status by other participants. As a result, she was able to exercise her own initiative in contacting other resource agencies to gain valuable information for the agency's future use.

Evaluation

Dr. McKoane was originally somewhat unsure of the agency's summer needs, since this was the first full summer of operation. She was pleased not only with Ms. Capel's performance, but with having a full-time counselor all summer. There are numerous administrative duties for which Dr. McKoane is solely responsible. Ms. Capel's availability to deal with clients enabled Dr. McKoane to devote more time to other matters demanding her attention and thus contributed to the agency's growth and efficiency.

Overall, Ms. Capel has done an outstanding job, as evidenced by her agency supervisor's evaluations, particularly since this is her first placement.

There are a few areas Ms. Capel has been and will continue to work on improving. She needs to gain more confidence in her own abilities and judgment. Lack of confidence leads her to sometimes ask for more guidance than is necessary from her supervisor. She also needs to know the boundaries in a new situation, so as not to go beyond what is acceptable by supervisors. This reflects her need for structure, as well as

her former highly structured work experiences. Ms. Capel has developed more assertiveness during her placement and with additional experience, she will develop more initiative and confidence.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Patricia Carrington

Fieldwork Supervisor: Mr. Keith C. Baynes

Placement

Ms. Carrington chose to work at the Sacramento Area Mental Health Association (SAMHA) for her summer placement. SAMHA is involved in a multitude of mental health programs, and she was involved with the Community Friends Program. This program is designed to assist individuals who are recent discharges from institutions, are in day care treatment at a mental health clinic, are receiving psychotherapy, or are living at various centers for the mentally handicapped. The purpose of the program is to enable participants to become more self-sufficient. The goal is to resocialize individuals into the mainstream of society.

Progress

Ms. Carrington's responsibilities were diversified. The task with highest priority was to procure individuals who would benefit from the Community Friends Program. This entailed visiting various mental health agencies and therapists and explaining the purposes of the program to them. This allowed agency personnel to assess whether or not the individuals they serve would benefit from this service. A second task was to contact those agencies and therapists who have utilized the program in the past and to obtain their evaluations of the program. A third job she performed was the compilation of a community resources list. This list may be used by the Community Friend to assess which resources would be most appropriate for use by their referral.

Evaluation

Ms. Carrington benefitted from this experience in several ways. First, she became aware of what is involved in coordinating a program. Although there are individuals who want to become involved in the program, there must also be individuals who will serve as their "Friend". If there are not enough Friends, then those who wish to utilize the program will not realize the growth they otherwise would have experienced. Ms. Carrington also has become more competent in interpersonal interactions. This was brought about by her interactions with the various agency personnel and therapists. She received positive feedback from the above individuals concerning her appearance and her ability to interact with them. They felt that she was very professional in her manner. Overall, Ms. Carrington's experience was very rewarding and provided a practical application of those skills she has obtained through her schooling.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Ruth Chappell - Senior

Fieldwork Supervisor: Mr. James E. Sween

Placement

Ms. Chappell spent her summer fieldwork at the California State Department of Food and Agriculture. She was on a training and development assignment as a Training Analyst.

Progress

Ms. Chappell is in the process of changing career objectives from Chemistry to Psychology. In accordance with the change she was loaned from the Department of Food and Agriculture's Dairy Laboratory to the Department's Training Office. Her new responsibilities included developing training programs for the Department's Supervisors in accordance with Affirmative Action and Upward Mobility. Ms. Chappell's involvement with the Women's Caucus has given her the necessary background to make effective recommendations regarding both Affirmative Action and Upward Mobility.

As part of her experience in the Training Office, Ms. Chappell had the opportunity to sit in on meetings dealing with interview panel chairpersonship and qualifications appraisal panel chairpersonship. As a result, she gained some first-hand knowledge of personnel selection practices in state government. In addition to observing these meetings, Ms. Chappell was instrumental in developing a career counseling and development program for clerical and supervisory personnel. As part of this program, she made specific recommendations for the development of

systems and techniques in career development.

Evaluation

Ms. Chappell has demonstrated competence in all phases of her training assignment as reflected in her agency supervisor's evaluations. She has been an effective employee counselor and has facilitated communication between employees and administrative personnel. Ms. Chappell had made an intensive effort to improve her writing skills and has demonstrated marked improvement in structure, logical clarity and style.

She plans to continue in State service and hopes to receive a promotion from Staff Services Analyst to Training Officer I. Her participation in the Project has benefitted her in developing report writing skills and has been advantageous in terms of support from her peers. This experience will be positive in her future vocational and educational endeavors.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Mr. Nathaniel Churchill - Junior

Fieldwork Supervisor: Ms. Charlotte A. Sabeh

Placement

Mr. Churchill accepted a summer fieldwork placement at the Community Counseling Center of Oak Park (CCCOOP). The Center offers free assistance to individuals from the Oak Park community. The services offered by the Center include: family planning; group, family and individual counseling; and tutorial assistance for students with academic difficulties.

Progress

CCCOOP was not Mr. Churchill's original placement choice. A paid fieldwork placement had been obtained for Mr. Churchill which he did not accept as another paid placement was his first preference. He was cautioned that this first option might not materialize which did, in fact, occur. This left Mr. Churchill no alternative except a non-paying summer fieldwork placement.

Mr. Churchill was accepted by CCCOOP to commence his fieldwork placement effective July 5, 1976. Mr. Churchill was involved in his placement for two days after which he no longer continued to be present at the Center.

Evaluation

Mr. Churchill expressed considerable displeasure with the Project because he was in a non-paying summer fieldwork placement. Every effort

had been made, and positions found, which would have afforded Mr. Churchill a paying position. However, due to unforeseen circumstances, these placements were not realized. Mr. Churchill concluded that the Project was no longer beneficial for his aims and, therefore, verbally tendered his resignation from the "Training for New Careers in Psychology" Project effective July 19, 1976.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Mary Hudak - Junior

Fieldwork Supervisor: Ms. Charlotte H. Sabeh

Placement

Ms. Hudak accepted a position as Research Assistant to Ms. Doris Nash because of health reasons and recommendations from her physician. Ms. Nash was working in conjunction with Dr. Neal Grossen on an additional evaluation of the "Training for New Careers in Psychology" Project. The purpose of the study was twofold: first, to determine the Project's effectiveness in recruiting minority students to major in psychology, and, second, to evaluate the success of Project graduates in obtaining employment as paraprofessionals at the B.A. level.

Progress

In the capacity of Research Assistant, Ms. Hudak was assigned a comprehensive scope of tasks. These tasks included: 1) collecting and organizing data on former and current Project students, 2) typing and compiling data, 3) extracting items from the "Edwards Preference Scale" and transferring onto dittos, and 4) obtaining questionnaire data from Project graduates to be utilized in evaluating the Project.

Ms. Hudak's assignments have been sporadic and no specific daily schedule could be arranged. However, she displayed considerable flexibility in accepting and completing her assignments. Occasionally, the duties she performed were tedious and monotonous. Ms. Hudak has the insight, however, to recognize the inherent necessity of the clerical duties. The tedium was offset by research tasks which sent her to

various Administration offices.

Evaluation

Ms. Nash has commented on Ms. Hudak's efficiency and accuracy in compilation of the data required to evaluate the Project. Ms. Hudak has shown considerable initiative in obtaining the information requested by her supervisor. Once an assignment was outlined, Ms. Hudak was able to independently and reliably complete the task. Ms. Hudak has also shown good interpersonal skills in requesting and obtaining the necessary data and in interactions with Project staff.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Coleen Ireland - Senior

Fieldwork Supervisor: Ms. Charlotte H. Sabeh

Placement

Ms. Ireland continued her placement at the Children's Receiving Home as her summer fieldwork position. Children's Receiving Home provides temporary shelter and care to children from ages two to eighteen. These are children who have been neglected, abused or suffered some form of parental care deprivation. The children reside at Children's Receiving Home until placement with foster homes, relatives, treatment centers or are returned to their families under conditions of continued counseling and supervision.

Ms. Ireland's position is that of Child Care Worker under direct supervision of a Senior Child Care Worker. Her assignments include working with all age groups during any one of three shifts.

Progress

As Ms. Ireland's placement is an extension from last summer into the academic year and again into this summer, she was thoroughly trained prior to the summer placement. Therefore, her progress during the summer is a continuation of learning psychological skills for counseling young people and developing interpersonal skills for a harmonious relationship with the staff and the children.

Over the course of the summer fieldwork placement, Ms. Ireland has arranged several on-grounds and off-grounds activities for the children. She and another coworker arranged a co-ed brunch that was very well-received by the staff and adolescents. Ms. Ireland also has been

teaching the younger girls arts and crafts on her own initiative with considerable success.

Ms. Ireland has mastered her responsibilities for the child-rearing aspects in her position. She teaches her charges hygiene, table manners and consideration for others with minimal conflicts. From observation, she is able to maintain order and discipline firmly, yet with a warmth that the children recognize.

Evaluation

Ms. Ireland has conscientiously applied herself at Children's Receiving Home. She is perceptive of cues and manipulative behaviors displayed by the children. Over the course of the summer, she has continued to improve her expertise in handling potential crises.

On several occasions, Ms. Ireland was observed in interactions with the staff and children. As a result of these observations, and speaking with both Ms. Ireland and Mr. Richard Laughlin, Assistant Director, it is evident that she is performing her duties at an optimal level.

Mr. Laughlin, her supervisor, indicated satisfaction with Ms. Ireland's attitudes and skills. She will be continuing her placement during the Fall semester and, contingent upon January, 1977 graduation, will be joining the staff at Children's Receiving Home as a full-time, permanent Child Care Worker.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Gloria Jones - Senior

Fieldwork Supervisor: Mr. Keith C. Baynes

Placement

Ms. Jones worked for the South Area Mental Health Clinic where she participated in the Cross-Age Peer Counseling program. This program was formulated to help individuals in school experiencing such difficulties as disruptive behavior in class, fighting, skipping school, and various asocial behaviors.

The Cross-Age counseling program is a unique program in that the counselors are also students. If an individual who is referred to this program is an elementary school student, then his/her counselor would be a high school student. On the other hand, if the individual were a high school student, then the counselor would be a college student. The rationale for this format is that the closer in age the counselee is to the counselor, the more in common they will have for establishment of a good rapport. Also, the counselor can provide a good role model with whom the child can identify.

Progress

Ms. Jones' position was that of Field Supervisor. As such, she was responsible for the six female counselors in the program. They would report to her weekly and discuss their interactions with their counselees and any difficulties that arose and methods to deal with the problem areas. Ms. Jones also would make home visits to the counselees' residences and attempt to interest the parents in the program

and in what their child was doing.

Before Ms. Jones began her placement she went through two weeks of orientation and training. This involved watching movies, participating in "rap" sessions and role playing those situations which could possibly arise during the course of her tenure. When she went to work for the counseling program the supervisor was skeptical as to the ability of a student to handle this position. After watching her at her job for several weeks his skepticism began to dissipate and during the last week of fieldwork her supervisor said that he was going to seriously consider Ms. Jones for this position as a full-time employee. This is indicative of her progress on the job. Because of Ms. Jones' performance the supervisor will be less hesitant about using other students in this program.

Evaluation

This placement proved to be valuable to Ms. Jones in several respects. First, it has given her a better appreciation of how an individual's home environment effects his/her life in a myriad of ways. Although Ms. Jones had read material on how an individual's environment influences one's behavior, the first hand experience of working with these children has made the points in her readings real and has shown that they are more than just words.

Ms. Jones has also seen that, even though a child may come from a disadvantaged environment, if an individual can show care for the child and is willing to work with that person, beneficial changes in the child's attitudes and behaviors can be effected. Although Ms. Jones is not overly idealistic, she does feel that with enough care and work many children can be helped to overcome the negative influences of a

disadvantaged environment.

This placement is a very worthwhile one to maintain contact with because it affords the student the chance to make use of and extend the psychological knowledge they have developed. This placement would be of great interest to those students who are interested in the area of child psychology. Therefore some knowledge of those factors which influence children's behavior and attitudes would seem appropriate. The individual who works here should also be able to deal with frustration when it comes to getting the parents involved in the child's activities.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Judy Jones - Junior

Fieldwork Supervisor: Ms. Charlotte H. Sabeh

Placement

Ms. Jones accepted summer fieldwork placement at North Sacramento Child Care Center, under the supervision of Mr. David Storms, Head Teacher. The Center is one of three community child care facilities established to provide day care for children ages two and one half to twelve. This enables low income and/or single parent families to work to support their children, which otherwise might not be possible.

Progress

Ms. Jones performed as a Volunteer Aide. In this position, she was assigned numerous tasks related to child care. The first several days in her placement, Ms. Jones observed staff and children interactions to familiarize herself with the format and goals of the agency. After this initial period, she began to work primarily with the preschoolers ages two to five.

To maximize her learning experience and develop psychological skills, Mr. Storms had Ms. Jones interact with the children on a one-to-one basis. In this arrangement Ms. Jones was responsible for guiding, supervising, teaching and counseling the child. She observed the child's behaviors and decided on an approach which would be the most effective for establishing confidence and trust.

As increased emotional responsiveness accompanied Ms. Jones' developing awareness of the feelings and needs of the preschoolers, her

role became more complex. She successfully fulfilled a multifaceted role as teacher, friend, caretaker and parent-surrogate.

To further augment the psychological aspects of the placement, Mr. Storms and Ms. Margaret Kosta of North Area Mental Health Clinic agreed to permit Judy to observe the administration of psychological tests to young children. Ms. Jones has also been included in staff discussions of children and test results following the test administration.

Evaluation

North Sacramento Child Care Center was not Ms. Jones' original choice as a summer placement. However, due to unforeseen circumstances beyond the Project's control, her initial placement did not materialize. Ms. Jones has wholeheartedly dedicated herself to her placement and has taken the initiative for offering alternatives for achieving success with the children. Mr. Storms has been quite pleased with Ms. Jones' attitude, skills and suggestions. She has considerably broadened her psychological awareness and knowledge through this placement.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Pat LaMarr

Fieldwork Supervisor: Mr. Keith C. Baynes

Placement

Ms. LaMarr has been working at the Sacramento Area Mental Health Association (SAMHA) for the past two years and chose to continue working there for her summer placement. SAMHA is involved in a multitude of mental health programs, and this summer Ms. LaMarr was involved with the Community Friends Program. This program is designed to assist individuals who are recent discharges from institutions, are in day care treatment at a mental health clinic, are receiving psychotherapy, or are living at various centers for the mentally handicapped. The purpose of the program is to enable participants to become more self-sufficient. The goal is to resocialize individuals into the mainstream of society.

Progress

Ms. LaMarr's responsibilities were diverse in nature. Her main task was to recruit the volunteers to serve as Community Friends. This involved writing advertisements for local newspapers and contacting organizations such as church groups and colleges to explain the purposes of the program. If interest was expressed, she would set up speaking engagements so that the organization members were made aware of all aspects of the program. This would help them decide whether or not they wanted to volunteer. Another of Ms. LaMarr's tasks was to compile a resource list. This list is one that a Community Friend

could use to assess which resources (such as the singles clubs or church groups) would be most appropriate for use by their referral.

Evaluation

Ms. LaMarr could see the need for a program of this nature and was very enthusiastic about working on this project. She was able to see that although a program of this nature is valuable, it is very difficult to arouse public interest in being a Community Friend. One difficulty encountered was that during the summer few people attend the organization's meetings.

Ms. LaMarr's ability to interact professionally with the various agencies she contacted showed improvement from the beginning of the summer. She was able to explain concisely and clearly the goals and objectives of the program which undoubtedly added to her speaking engagements. Although she approached this program with a great deal of enthusiasm, there were intra-agency conflicts which hampered this enthusiasm. Despite Ms. LaMarr's resignation from her placement on July 6, 1976, she never lost the feeling that this project was a beneficial and highly needed one.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Joyce Mack - Junior

Fieldwork Supervisor: Mr. James E. Sweem

Placement

Ms. Mack was assigned to the California Youth Authority (CYA) for her summer fieldwork. The CYA is a locked facility for juvenile wards of the court. Offenses include: assault, robbery, prostitution, selling of narcotics, and murder. Psychometric and social adjustment evaluations are made by staff Psychologists, Social Workers, and Youth Counselors via the use of psychological testing and clinical judgment. Recommendations are made to the court regarding the future management of the wards.

Progress

Ms. Mack has been exposed to many facets of psychological activity at CYA. She has made a point to "mingle" among wards and not isolate herself from them in the staff-only areas. Consequently, she has developed a rapport with many of the wards and has gained their respect and trust. In this position, she has been able to reinforce behaviors which will probably be adaptive when the wards are released. Her supervisor, Mr. Kamada, has commended her on her efficacious performance as a Youth Counselor.

Ms. Mack has attended weekly dorm meetings between the wards and the staff to discuss their areas of difficulty. She has also attended Board hearings where recommendations are made regarding the placement of wards. As a result of this exposure, Ms. Mack has made perceptive

observations about the functioning and political structure of institutions. She has noted, for example, that what is represented as "counseling" often is, in fact, subtle social control. She has also recognized a dichotomy between institutionalization and therapeutic gain. If the new genre of psychological paraprofessionals is to implement social change, then these observations and others will form its foundation.

In addition to exposure to bureaucratic structure, Ms. Mack has received excellent training in traditionally substantive areas of psychology. She has observed administration and interpretation of the I test, Jessness Inventory, WAIS, MMPI, and various projective tests. She has been exposed to normative data on all but the projective techniques (on which little normative data exist). Additionally, she has administered the Raven Progressive Matrices and the Kent E-G-Y test. This experience in assessment should prove invaluable as Ms. Mack proceeds in the field academically and vocationally. She plans to enroll in a course in psychological testing in the Fall to bolster her knowledge in the area.

Evaluation

The nature of the placement at CYA makes certain characteristics of the trainee desirable. Students contemplating a placement at CYA should be familiar with factors contributing to delinquency and have a knowledge of inter-group relations. Potential interns should be comfortable with at least the theory of assessment techniques, if not practicum in testing. Trainees would be well advised to have an understanding of psychopolitics and have excellent interpersonal skills in dealing with both staff members and wards. For the student who displays

competence in the above areas, fieldwork at CYA affords a unique opportunity for observation of the system of justice for juveniles and the opportunity to make meaningful contributions under the supervision of the CYA staff Psychologists.

Ms. Mack took many assets to her placement which were invaluable to her successful performance at CYA. A mature Black woman, Ms. Mack, displays empathy and positive regard for people. In her paraprofessional capacity, she had little difficulty in establishing a rapport with the wards and thus she readily became effective as a Youth Counselor. Initially knowing little about assessment, Ms. Mack was able to learn a great deal about the aforementioned tests through exposure to the manuals, outside reading, and exposure to test administration.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Mr. Leonard Mitchell

Fieldwork Supervisor: Mr. James E. Sweem

Placement

For his summer fieldwork, Mr. Mitchell was placed at the Fruit-ridge Parks and Recreation Center. The Center has a variety of summer programs for individuals of all ages. These include: special interests such as gardening, dance classes, arts and crafts classes, adult sports, films, playground activities, and activities for senior citizens.

Progress

Mr. Mitchell functioned as a playground recreation leader. He facilitated activities including arts and crafts, sports, games, and special events for children ages six to twelve at the Baker Elementary School. He was jointly responsible with another recreation leader to plan weekly activities for forty to fifty children. In supervising the children's activities, Mr. Mitchell was required to keep the goals of the recreation program in mind. These included: meeting the creative needs of children, encouraging sportsmanship, minimizing competition among the children, and creating an atmosphere conducive to constructive social expression.

Mr. Mitchell's on-site supervisor has indicated that he has performed the duties and responsibilities of a recreation leader in a thoroughly satisfactory manner. She has also rated his knowledge as a paraprofessional, enthusiasm for work, ability to maintain harmonious relationships with co-workers, and recognition and sensitivity to

individual differences as outstanding.

Evaluation

Mr. Mitchell has demonstrated the ability to effectively establish limits for children without the use of authoritarian techniques. In observing him interact with the children at his placement, he displayed skill in dealing with several small groups engaged in different activities. Additionally, he has been a good role model in terms of his maturity and ability to relate to children. Mr. Mitchell's comments and attitudes are generally perceived by the children as genuine.

Ms. Casagrande, Mr. Mitchell's on-site supervisor, has communicated that he has been willing to alter his schedule to meet the needs of the agency and that she appreciated his flexibility. Her reactions to Mr. Mitchell's job performance have always been favorable.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Sandra Necco - Senior

Fieldwork Supervisor: Dr. Karen B. Blakely

Placement

Ms. Necco did her fieldwork at the South Area Mental Health Clinic, which is associated with the University of California Davis Medical Center on Stockton Blvd. This agency offers opportunities for students to become involved in a variety of clinical activities. Included are: diagnostic and treatment services for adult and child out-patients, day care treatment, working with hospitalized psychiatric patients on the wards, crisis clinic services, individual counseling, drug programs, peer counseling, and out-reach programs.

Progress

This placement offers a variety of experiences, but places primary responsibility upon the student to become involved with those which are in line with his/her interests. The fact that Ms. Necco began fieldwork during the academic year had some drawbacks, as well as advantages. An important factor in becoming involved and taking advantage of clinical opportunities is the student's availability. Because of Ms. Necco's demanding academic schedule, she was only able to spend fragmented portions of time at the agency. This part-time involvement, together with the lack of structure inherent in this placement, caused some realistic difficulties for Ms. Necco in adjusting to her placement. For this reason, her initial involvement was limited to occasional participation in intake interviews and attending case conferences.

During the Spring semester, Ms. Necco focused on working with individual patients in Adult Services and the South Six psychiatric ward. It was during this time that she began to feel more accepted at the Clinic, as her activities took on a more organized pattern and she became acquainted with additional staff members there.

Although her part-time agency involvement during the year presented some initial frustrations, these were worked through by the commencement of Ms. Necco's summer placement. Further, early placement at this agency was undoubtedly an advantage in the long run. It allowed Ms. Necco to make contact with a number of staff members in different service areas, to feel integrated into the agency, and to narrow her interests so as to provide a well-structured summer experience suited to her interests. When she began her summer placement, Ms. Necco immediately had a number of short-term counseling cases arranged, and had decided what portions of her time would be allocated to the Crisis Clinic and South Six Ward.

Evaluation

Ms. Necco has received outstanding evaluations and praise from her supervisors; her primary supervisor has stated that, "She is a pleasure to work with and has outstanding therapeutic skills."

During Ms. Necco's placement she has progressed from observing others' clinical activities to assuming responsibility for her own clients and therapeutic interventions in various agency services. Concurrently, she has shown a great deal of personal growth in several areas. She has gained confidence in making decisions and accepting responsibility therefor, and has done extensive reading on her own initiative

to integrate psychological theory with her practical experiences. In addition, her experiences at this agency have provided her with a broader perspective on different aspects of life to which she had not previously been exposed. Without this experience, her perception and understanding of the community mental health system, in which she plans to continue working, would have been limited. While she recognizes inadequacies in the system, and conflicts between accomplishments claimed and actually realized, her mature perspective has enabled her to realize that there are often no easy solutions for some of her criticisms of the system.

Ms. Necco plans to enter the Master's program in the CSUS School of Social Work in the Fall, and appreciates that the growth she has achieved through her invaluable fieldwork experiences will have long range benefits for her future career in the mental health system.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Lacey Nye - Senior

Fieldwork Supervisor: Mr. James E. Sween

Placement

Ms. Nye was assigned to the Senior Health Day Care Center for her summer fieldwork placement. The Center provides a variety of day care services to adults with health difficulties who do not require institutionalized care in a convalescent hospital. These services include: nursing, nutrition, psycho/social support, physical and vocational rehabilitation, personal care, and recreation.

Progress

During Ms. Nye's first week, the Center was open to approximately forty adults. Ms. Nye conducted Reality Therapy on both an individual and group basis. She also interacted with participants by leading some physical exercises and assisting with serving lunch. After the initial week, the Center was closed for remodeling. During this time, Ms. Nye had an opportunity to do social casework and help facilitate the Center's outreach program.

Since the Center was closed for most of Ms. Nye's placement, she was able to gain some valuable administrative experience. She compiled demographic statistics for the agency and conducted enrollment interviews. Perhaps the most valuable administrative skill Ms. Nye acquired was the implementation of outreach services. She attended workshops sponsored by the School of Social Work at California State University, Sacramento and learned how to define target areas and disseminate

information to them. Specifically, she talked to groups at the University of California Davis Medical Center and at nutrition centers.

Ms. Nye also canvassed geographic areas, such as shopping malls, which have a high density of senior adults. She participated in media news releases and visited Assemblymen and Supervisors.

Evaluation

Placement at the Senior Health Day Care Center is appropriate for psychological paraprofessionals for a number of reasons. First, the Center utilizes a multidisciplinary approach so that the intern is exposed to medical, social, and rehabilitation perspectives. Such an orientation allows for conceptualization of the individual as an entity and minimizes fragmentation. Second, the paraprofessional's role is readily accepted by the staff. Thus, there is minimal difficulty in role definition. Since the trainee is assumed to be skilled in interpersonal relations by agency personnel, time need not be wasted attempting to justify actions to suspicious co-workers. Finally, this placement affords an opportunity for broad experiences in working with senior adults. The range of experiences in this agency include: interpersonal counseling and therapy, social casework, administration, and public relations. Students interested in a wide range of experience in gerontology would find an internship at the Senior Health Day Care Center a meaningful and rewarding experience.

Ms. Nye was an excellent choice for placement at the Senior Health Day Care Center since she displayed flexibility in meeting the agency's needs and realized her potential as a paraprofessional during the time that the Center was closed. This necessitated creativity and initiative

on Ms. Nye's part in making outreach and community contacts. She performed all public relations functions exceptionally well and demonstrated the ability to relate effectively with individuals on many levels. As reflected in her performance evaluations, fieldwork reports, and fieldwork supervisor's observations, Ms. Nye did an outstanding job at the Senior Health Day Care Center.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Jeanette Sanchez - Junior

Fieldwork Supervisor: Mr. James E. Sweem

Placement

Ms. Sanchez chose the Sacramento Area Mental Health Association (SAMHA) for her fieldwork placement. A United Crusade agency, SAMHA provides services to mental hospital patients, aftercare for those patients, services to mentally ill children, and community mental health services. Ms. Sanchez has been a volunteer in the Community Friends Program which provides one-to-one services to individuals who are re-adjusting to community life. She was also involved in the development and implementation of a children's summer camp.

Progress

Ms. Sanchez saw two Community Friend referrals over the summer. One, an eleven year old girl whom Ms. Sanchez saw over two three-month periods, has begun to interact with her peer group after displaying withdrawal from her peers and dependence on adults. She had been the victim of child abuse and Ms. Sanchez was able to elicit the child's feelings toward her parents in an appropriately therapeutic manner. Aside from the counseling relationship Ms. Sanchez had with the child, she taught her such pragmatic skills as counting money and shopping for clothes. The second referral, a young woman, also displayed dependent behavior and Ms. Sanchez has been reinforcing self-reliance and independence. She has aided her in opening a checking account so that the woman can control her money. Ms. Sanchez has also talked to

her about the possibility of night school. Additionally, Ms. Sanchez has aided the woman in overcoming her shyness toward men.

Ms. Sanchez worked closely with Ms. Geri Wells and members of the North Area Mental Health Team in implementing a children's day camp. The purpose of the two-week camp was to give children experiences in group activities, social skills, and exposure to nature in a camp setting. Ms. Sanchez particularly enjoyed observing the children discover new animals and outdoor activities. She also participated in song leading and was effective in gaining the cooperation of the children.

Evaluation

Since Ms. Sanchez is interested in children, this has been a particularly appropriate placement for her because she was able to interact with the eleven year old referral and with many other children at the camp. She has demonstrated a knowledge of several developmental principles which will be appropos in later relationships with children. She has seen that limit-setting is an effective means of increasing responsible behavior in children. Additionally, she has learned to reinforce adaptive behaviors rather than to punish inappropriate behaviors. From a psychological standpoint, these strategies are probably more sound than other more traditional practices, including threatening and withdrawal of affection.

Ms. Sanchez has also shown maturity in dealing with adults. At the camp she effectively interacted with the parents of the children and interviewed parents in their homes for camp referrals. She has been skilled in dealing with the personnel at SAMHA, as well as Project

personnel. Finally, her writing skills have improved with respect to the fieldwork reports she has written and she has developed the ability to make perceptive observations in written communication.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Geri Wells - Senior

Fieldwork Supervisor: Dr. Karen B. Blakely

Placement

Ms. Wells' summer fieldwork placement was a continuation of the project in which she was involved during the 1976 Spring semester. Her position was assistant Director of a two-week summer day camp at Gibson Ranch for emotionally handicapped children, ages seven through twelve years. The goals of this camp were to promote the learning of social skills and to increase the children's self confidence through participation in recreational activities, within a therapeutic milieu.

This camp had been proposed and discussed by the Children and Youth Committee of the Sacramento Area Mental Health Association for several years, with little accomplished during this period. Since the County North Area Mental Health Team was to provide the camp's counselor staff, Dr. Kenneth Patton of this agency served as Director of the camp. Ms. Wells' role, as Assistant Director, was to provide organization, to coordinate the responsibilities of various individuals involved, and to attend to the multitude of details involved in such an undertaking.

Progress

It is unlikely that the day camp would have materialized without Ms. Wells' assumption of the coordinating role and her devotion of considerable time and effort to handling a variety of legal and practical details.

Under Ms. Wells' leadership, the camp progressed from a vaguely

formulated conceptualization through the stages of developing a theoretical framework of specific goals and objectives. This process involved resolving inter-agency conceptual conflicts, assuming the final responsibility for making all the necessary arrangements to conduct the camp, referral screening, and staff training, and preparing a written evaluation of the camp project.

The camping activities Ms. Wells planned included park tours, small group hikes and out-door activities, large group songs, arts and crafts, daily snacks and lunches, and preparing and holding a carnival the final week of camp.

Evaluation

Ms. Wells has received outstanding ratings from both agencies regarding her psychological and paraprofessional skills, enthusiasm, and leadership abilities. Her well developed leadership skills were a significant factor in the success of the day camp. However, the additional learning which resulted from this placement has contributed to further psychological growth on her part. In addition to learning when to modify her behavior between assertive leadership, delegation of responsibilities, and promotion of group cohesiveness, Ms. Wells has developed skills in working out interpersonal disagreements between other staff members. She has also developed more maturity in attaining a broader tolerance of individual differences, greater awareness of individuals' positive contributions instead of emphasizing their limitations, and increased understanding of the many facets of responsibility and leadership.

SUPERVISOR'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Bonnie Winstead - Senior

Fieldwork Supervisor: Ms. Charlotte H. Sabeh

Placement

Ms. Winstead has been functioning in the position of Conservatorship Officer Intern at the Sacramento County Conservator's Office since March of 1975. This office was established by the California Mental Health Services Act, Division 5 of the Welfare and Institutions Code, effective July 1, 1969. Under the Lanterman-Petris-Short Act, persons who are "gravely disabled" -- a condition in which a person is unable to provide himself with basic needs due to a mental disorder, chronic alcoholism, or narcotic usage -- may be placed on conservatorship. The conservator determines what arrangements are necessary to provide the conservatee with his/her basic needs and to protect his/her property.

Progress

Ms. Winstead has served in her capacity as Conservatorship Officer Intern for over a year. Her supervisor, Mr. Richard Narver, Chief of Conservatorship Division, has reviewed with Ms. Winstead the Articles of the Lanterman-Petris-Short Act to increase her understanding and application of the Act. Ms. Winstead has become thoroughly versed in the statutes of this Act and capably applies them to her caseload. She has also established a sound working relationship with the various mental health facilities and legal agencies for cooperation in placement, transfer and care of (her) conservatee caseload.

Ms. Winstead is highly regarded by her supervisor, Mr. Richard

Narver. She is considered an asset to the office and has achieved the considerable knowledge and objectivity required of the position.

Evaluation

The Conservatorship Office offers the psychological paraprofessional a broad spectrum of exposure to community mental health. In addition, a myriad of opportunities for interaction in the various aspects of community mental health are available in this placement. These include: interviewing referrals for possible conservatorship, attending court hearings, filing legal documents, arranging with the Public Defender for transfer to a locked-facility of conservatees who have been incarcerated, and working with social agencies for housing and caring of conservatees.

In this position, Ms. Winstead has presented herself in a professional manner and is a credit to both the "Training for New Careers in Psychology" program and the Conservatorship Office. Presently, Ms. Winstead is preparing to take the County Civil Service Examination for Conservatorship Officer in August. Mr. Narver is hopeful that at the final budget meeting in August, an additional permanent position will be allocated.

APPENDIX R

SUMMER PLACEMENTS - 1976

SUMMER PLACEMENTS
1976

Karen B. Blakely: Fieldwork Coordinator
Fieldwork Supervisor

Keith Baynes: Fieldwork Supervisor
Charlotte Sabeh: Fieldwork Supervisor
James Sweem: Fieldwork Supervisor

STUDENT	PLACEMENT	FIELDWORK SUPERVISOR	AGENCY PHONE	AGENCY SUPERVISOR
Agnes Allen	Programs for Adult Students' Admission and Reentry 6000 J Street	Blakely	454-6750	Dr. Peg McKoane
Jennifer Behnk	South Area Mental Health Clinic 2315 Stockton Blvd. Community Counseling Center of Oak Park 3360 Fourth Avenue	Baynes	453-3655 452-4895	Dr. Norman Bell Ms. Walter Mae Mikes Ms. Pearl Klutz
Alfred Brown	Educational Opportunity Program 6000 J Street	Baynes	454-6183	Ms. Satsuki Tomine
Jean Capel	Programs for Adult Students' Admission and Reentry 6000 J Street	Blakely	454-6750	Dr. Peg McKoane
Patricia Carrington	Community Friends/Community Interaction Program - Sacramento Area Mental Health Association 1401 21st Street	Baynes	447-9346	Ms. Dorothy O'Connor

SUMMER PLACEMENTS

1976

(CONTINUED)

-2-

STUDENT	PLACEMENT	FIELDWORK SUPERVISOR	AGENCY PHONE	AGENCY SUPERVISOR
Ruth Chappell	California State Department of Food and Agriculture 1220 N Street	Sweem	445-2665	Mr. Ken Klein
Nathaniel Churchill	Community Counseling Center of Oak Park 3360 Fourth Avenue	Sabeh	452-4895	Ms. Walter Mae Mikes Ms. Pearl Klutz
Mary Hudak	Training for New Careers Psychology Department California State University 6000 J Street	Sabeh	454-6860	Ms. Doris Nash
Coleen Ireland	Children's Receiving Home 3555 Auburn Blvd.	Sabeh	482-2370	Mr. Richard Laughlin
Gloria Jones	South Area Mental Health Clinic 2315 Stockton Blvd. Community Counseling Center of Oak Park 3360 Fourth Avenue	Baynes	453-3650 452-4895	Ms. Robin Ersner- Hershfield Ms. Pearl Klutz
Judy Jones	North Sacramento Community Child Care Center 1200 Alamos Avenue	Sabeh	925-4623	Mr. David Storms

SUMMER PLACEMENTS

1976

(CONTINUED)

-3-

STUDENT	PLACEMENT	FIELDWORK SUPERVISOR	AGENCY PHONE	AGENCY SUPERVISOR
Patricia LaMarr	Sacramento Area Mental Health Association 1401 21st Street	Baynes	447-9346	Mr. Richard Skelton
Joyce Mack	California Youth Authority 3001 Ramona Avenue	Sweem	452-1411 (ext. 241)	Mr. John Ohlson Mr. Sam Kamada
Leonard Mitchell	Sacramento County Department of Parks and Recreation 3701 Branch Center Road	Sweem	440-6211	Mr. Jim Leonard
	Fruitridge Recreation Center 6014 44th Street		422-7610	Ms. Cindia Casagrande
Sandra Necco	South Area Mental Health Clinic 2315 Stockton Blvd.	Blakely	453-3650	Mr. Sam Colenzo Dr. John Wicks Mr. John Farrell Mr. Frank Chiappa
Lacey Nye	Senior Health Day Care Center 3400 Elvas Avenue	Sweem	457-9837	Mr. Vernon Freeman Ms. Helen McCarthur
Jeanette Sanchez	Community Friends/Community Interaction Program - Sacramento Area Mental Health Association 1401 21st Street	Sweem	447-9346	Ms. Dorothy O'Connor

SUMMER PLACEMENTS

1976

(CONTINUED)

-4-

STUDENT	PLACEMENT	FIELDWORK SUPERVISOR	AGENCY PHONE	AGENCY SUPERVISOR
Geri Wells	Sacramento Area Mental Health Association (E.H. Day Camp Project) - North Area Mental Health Clinic 811-D Grand Avenue	Blakely	922-9868	Dr. Ken Patton
Bonnie Winstead	Sacramento County Conservator's Office 4400 V Street	Sabeh	440-5425	Mr. Richard Narver

APPENDIX S

TRAINEES' FINAL FIELDWORK EVALUATIONS

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Agnes Allen

Placement: Program for Adult
Student Admission
and Re-Entry

Agency Supervisor: Dr. Peg McKoane

If I were to write all the experiences at the Program for Adult Student Admission - Re-Entry (PASAR) that have been valuable to me, this report would grow into a book. The freedom to grow and develop my abilities that this agency gave me was wonderful. The chance to work with clients was good but only a small part of the experience for me.

As a poor "hillbilly", I had never been exposed to the type of people to whom Dr. McKoane introduced me. She has taken me to meetings with leaders in the area. She encouraged me to talk and work with these people. She helped me to do all the things that I thought I could and more. She was an exemplary role model for me. I think that this socialization was more important for me than the client/counselor experiences.

The agency's job description and the work I performed were consistent. However, I was given even more opportunities than the description led me to expect. I was encouraged to plan an outreach project at Florin Center. I was allowed to call the other schools and colleges and make plans on my own. This placement was perfect for me.

I think that this summer's experience will help me to obtain a job. The only drawback is that the placement may have been too good. The atmosphere at PASAR was so supportive and free that I felt the need to remind myself that other agencies may not provide as nice a working atmosphere.

There is at present no chance of employment at PASAR. I am happy that I was able to work there anyway. The interaction with the agency's personnel has enhanced my personal growth. I have improved my counseling skills and have learned office skills such as filing and record keeping. The fact that there is no job available in this agency should not stop anyone from this placement, as it is a real opportunity for growth.

The PASAR attitude to the Project has been one of support. Dr. McKoane respects Dr. Somerville for his dedication to minorities and disadvantaged people. She feels that he is supportive without being condescending or lowering standards. Dr. McKoane seems to look forward to Dr. Blakely's visits. She has never been too busy to help or advise me. I feel that PASAR is a Project friend.

I think that if the Project were to offer a short course in office procedure, phone answering, record keeping, and filing, it would have been helpful to me. I may be alone in this lack of experience since I have not worked out of the home in years. Both the Project and this placement seem to have been set up with my needs in mind.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Jennifer Behnk

Placement: Community Counseling Center of Oak Park

Agency Supervisors: Ms. Walter Mae Mikes
Dr. Norman Bell

My fieldwork placement at the Community Counseling Center of Oak Park (CCCOOP) has been an excellent learning experience. I have acquired a strong understanding of community interaction at all levels. I have seen the power struggles that are involved when a community tries to represent its members. I have seen different cultures and races, specifically black and white, try to come together to work effectively for positive social and community change. I have a much broader perspective on where psychology is today. I have observed our current mental health systems and how they are regarded and accepted in the communities they serve.

I have gained a lot of insight into community psychology. I have discovered that my major interest and attention for a future career will be with community mental health. Community mental health can be a powerful resource for individuals. Community workers must have an open mind and a willingness to accept others who may be different from themselves. This past year I have worked with a variety of different individuals and I have learned something from each one of them. Since I am a white female and have been working in a predominantly black neighborhood, I have learned a great deal about Black Culture and Black Identity. I know that this fieldwork placement was a unique experience for me to learn about another group of people and how I can contribute to the community.

On an emotional level, my work at the CCCOOP has taught me to accept other people as they are and to help them to help themselves. I have a much more well-defined, clear picture of my interests and capabilities. Therefore, I know what services I have to offer the people in the community. For instance, I have coordinated a tutorial service in Oak Park because there are many individuals who cannot read or write. This is an area with which I have had experience and for which there is a need in the community. I have a strong commitment to the work I am doing now and to community work in general.

My work at the CCCOOP has been very useful to me. It has helped me to define my emphasis in psychology as a profession. It has been another inspiration for me to continue my college education. I would not have had the chance to see how a community works and where mental health fits into the system without this fieldwork experience. I would not have had the direct contact with the social, emotional and interpersonal aspects of Black Culture if I had not had this placement.

The CCCOOP has very positive feelings towards the "New Careers in Psychology" Project. The Center is under-staffed and the Project has provided another community worker for the past two years. It also promotes the Counseling Center's status to have college students do their fieldwork there. Thus, a student has a chance to learn many things and, at the same time, to give something to the community in return.

One of the facets of my personality that helped me in my work at the CCCOOP was an open mind and a willingness to learn new things. I also have a good foundation in psychology and a great deal of enthusiasm and energy to pursue a career in this area. Initially, I did have a lack of information on community work and Black Culture. I

also had doubts as to what I had to offer this community. However, these weaknesses changed over time. I learned to ask questions when I did not understand something, to listen carefully and to explore new areas.

If I were to give advice to a new Project student, I would first suggest that the individual be aware of the demands of the Project. If the student were placed at the CCCOOP, I would recommend that he/she have an open mind, the capacity to do things on his/her own initiative and be able to define his/her interests. Academically, I would suggest taking such courses as "Psychology of Ethnic Minorities", "Clinical Psychology", "Spanish" and "English Composition".

The CCCOOP is an excellent fieldwork placement. One can learn to become independent and aware of social interaction simultaneously. It is exciting to become involved in a community and to be accepted by its members.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Mr. Alfred Brown

Placement: Educational
Opportunity
Program

Agency Supervisor: Mr. Glenn Valenzuela

From a sociological point of view, experiential learning as an advisor has had a significant impact on the lives of incoming students. The advisor can be of great assistance to the student in getting him/her started on the right foot as he/she embarks upon college careers. Emotionally, I felt a heavy responsibility knowing I could do much harm if I were to misdirect the new student, which in turn would affect the students' future attitudes about school in general. Cognitively I recognized this emotional burden of responsibility and worked towards helping the students in the best way I could.

Many of the specific duties relating to the advisors' responsibilities are not applicable during the summer session due to the difference in programmed events. Normally I would be expected to meet and talk with each student once a week; report to my supervisor and write an evaluation of the student's progress; recommend corrective action; arrange tutoring; and attend workshops. The summer program is structured entirely for preparing the student with the necessary basic skills for survival in college. Although no students are assigned to a particular advisor, the advisors and students are divided into groups. The advisors then monitor the students' activities and progress, following pretty much the same schedule of events and having the same responsibilities as outlined in their job description.

I suggested to my supervisor ways in which the program could function more effectively and be more helpful to the student. In addition

to the present training programs, the Project student should be assigned to the more experienced advisor and receive on-the-job training from him. Too much was taken for granted during my stay at EOP. I felt ill-prepared for certain aspects and responsibilities, especially those related to the student. With more basic supervision I can foresee a Project student who is a strong and well informed advisor. The possibility of employment appears to be reasonably good, granted one has his Master's degree and is willing to relocate. EOP is a close-knit organization with supervisors knowing each other well at different locations throughout the state. As job opportunities become available for EOP staff members, they will consider well-trained advisors in their recommendations for those positions.

Most agency personnel were unfamiliar or had very little knowledge of the Project Director, the Project or the Fieldwork Coordinator. Contact with the EOP agency was established by the Fieldwork Supervisor, who was viewed as an unnecessary extension of the Project. This view was expressed by those familiar with the program. I did not object to the Fieldwork Supervisor's observing any of the functions in which I was involved, as he never interrupted or interfered with my performance. As the trainee, I was welcomed with open arms from the first day of my placement and was often afforded the opportunity of relating more information concerning the Project.

I can only refer to the nature of my personality when I interacted with EOP personnel. I was privileged to work with a fine group of people, including staff and other advisors. All were very willing to give a helping hand when it was needed. We were all assigned specific tasks; if individuals completed their task, they, in turn, would

voluntarily help others to complete theirs. I related very easily with all personnel. They were real people, who above all never forgot their responsibility to and for the student. Whenever questions of any nature arose pertaining to the EOP student, I had the assurance of finding the answer within the agency. There existed a comfortable atmosphere of knowing any question could be asked, without fear of feeling embarrassed. One aspect of my personal growth was to learn and listen as I communicated with others on their level.

It would be helpful to the fieldwork student applying for placement at EOP to take courses concerning minority groups. I found the course "Psychology of Ethnic Minorities" most beneficial as I interacted with various students. Through this course I became more aware of other minority cultures and backgrounds. The type of person who would not perform well at this agency is one who is impatient, has a short temper, cannot listen and consistently gives wrong information or directions for solving students' problems. Being an advisor involves many hours of hard work and if one is not willing to make sacrifices, one will never become a good advisor.

The training quality of the EOP is very stimulating and rewarding. A seminar provided by the staff for the benefit of the advisors was excellent. It gave first-hand experience of anticipated problems of the EOP student. The training sessions showed the advisors how to cope with a particular problem; how the student might react; and most importantly, how to be understanding and interact with the student. The entire staff and advisors have one goal in mind: to help the new student make the adjustment to college life. I highly recommend EOP as a fieldwork placement position because of the great staff

and fellow advisors. It affords a great opportunity for trainees to learn more about themselves and others.

The Project may greatly aid the student by placing him in an agency which will fulfill the student's needs and interests. The student's interests must first be made known in order for the Project to use this information effectively. My placement at EOP was lacking in several respects. I had looked forward to counseling on a one-to-one basis, yet very little of this was accomplished. Instead, I spent most of my time organizing and performing administrative functions. Through this experience, I realize I should have stated more clearly my areas of interest to the Project and to my Fieldwork Supervisor, whereby they could have perhaps aided me in attaining my goals.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Jean Capel

Placement: Program for Adult
Student Admission
and Re-Entry

Agency Supervisor: Dr. Peg McKoane

My fieldwork at the Program for Adult Student Admission and Re-Entry (PASAR) has been a unique experience for me in several respects. The population served by PASAR is defined as re-entry adults, which encompasses re-entry into the working world as well as re-entry into the academic world. As re-entry adults, this clientele presents special needs; it has been particularly helpful for me to be a re-entering adult myself.

This opportunity to spend eight weeks as a peer counselor has been an extremely positive experience for me. I feel that I have grown both psychologically and emotionally as a result. I have had a chance to attend workshops and meetings outside of the office and I have been encouraged to make my own contacts and develop my own sources of information.

The agency's job description was very clear and held true throughout my placement. One addition that I feel should be made is individual initiative or self-motivation. It became apparent to me that it was imperative to possess this quality. However, it was never spelled out in writing, nor was it verbalized. There was very little specific direction and I was mostly left on my own to develop my placement as I perceived it.

The agency personnel have been supportive and good sources of information. They willingly shared their knowledge upon request. The office structure is fairly relaxed and there is a lack of communication

between agency personnel because of this.

The entire program is staffed through volunteers, with the exception of the Director and one secretary. Therefore there is little possibility of employment at this time.

Any kind of prior experience as a counselor would be helpful in working with this agency and any classes related to counseling also would be helpful. An awareness of any sex, ethnic or age bias held by the counselor would also be important.

I highly recommend PASAR as a fieldwork placement for those specifically interested in counseling re-entry adults.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Patricia Carrington

Placement: Sacramento Area
Mental Health
Association

Agency Supervisor: Ms. Dorothy O'Connor

My fieldwork experience provided me with an opportunity to function in an administrative capacity. Eventually I was able to act as an independent representative of the agency with only limited supervision from the on-the-job supervisor. This fieldwork experience has provided valuable learning experiences.

The most unique experience I had was personal contact with various mental health agencies and therapists in the Sacramento area. This was done to familiarize them with the Community Friends program. Although I have interacted with professionals, it had never been as an agency's representative. Another unique experience was my involvement with a program during its revitalization and to experience all the obstacles that are encountered in such a situation.

Although it was not directly related to my summer placement, my experience as a Community Friend gave me the ability to better appreciate what is involved in being a "Friend". It also showed me the importance of this resource.

There were some definite restrictions at the onset of the placement. As a student I was not allowed the freedom to accomplish the designated agency goals. I was expected to consult with the on-the-job supervisor before any task was initiated. Needless to say this was a tiresome and an extremely time consuming process. Eventually I was given the freedom to make some decisions.

The feasibility of employment at the Sacramento Area Mental Health

Association (SAMHA) is limited. The only possibility of obtaining a position is through personnel attrition or the creation of a new agency position.

Although some communication breakdown was experienced, this matter was not serious and did not hinder the working relationship between SAMHA and the Project. The overall reaction of SAMHA's staff to the Project was positive. They continue to look forward to future Project student placements. I am also aware of the staff's responses to me. It can be stated that the responses were positive.

This is an ideal placement for an individual who works well under stress. It was stressful in that certain deadlines for goals and objectives had to be met if mental health services were to be provided to individuals in need of therapy. I was also bothered by the fact that there are so many individuals who could benefit from this program, but only a few who are able to utilize it. Expanding the number of individuals who serve as Community Friends would allow this program to extend its reach. This expansion is now in progress.

I am generally quiet, and some personnel in Galt viewed this behavior with discomfort. My ability to work in an unstructured setting in Galt and my independence have definitely been assets. My independence provided a vehicle by which I was able to enhance my personal growth and to gain as much from the experience as possible. It also presented obstacles because I dislike being prevented from asserting my abilities to accomplish something.

I have enjoyed immensely the fieldwork placement and the opportunities it afforded me. The facility contacts made and the skills gained from these contacts have proved invaluable in that they will

help me to interact with agency personnel in a more professional manner. It has also given me confidence in my abilities. There was a lot of personal satisfaction attained from this placement. I think that this placement can give an individual a gamut of experiences that would prove rewarding and fulfilling.

The only way the Project could enhance my experience at SAMHA would be to insure my receiving some monetary assistance. I would also suggest that an individual who chooses to work at SAMHA be able to work well under strict supervision.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Ruth Chappell

Placement: Calif. State Dept.
of Food and
Agriculture

Agency Supervisor: Mr. Ken Klein

The experience that the Project and the Department of Food and Agriculture has given me enabled me to make a career change from Chemistry to Psychology.

I signed a contract to be a full-time student when I entered the "New Careers in Psychology" program. Because I had to work full-time, I sometimes thought signing that contract was a mistake! I know that I would not have made it if it were not for the support of the "New Careers" program. Now that I am finished, I am saying, "Is that all there is to getting a college degree? Where are those magnificent opportunities or jobs waiting for me?"

Because of the Governor's promise to decrease state government, there are no possibilities of placement at this department. I have achieved my goal and objective in my fieldwork placement. Now that I have reached this goal, I have new marketable skills in the job market.

My supervisor, Mr. Ken Klein, had exposure only to my fieldwork supervisors and he was pleased about the support the Project was giving me. Mr. Klein was not only interested in me but concerned about what I was doing.

My personality enhanced the learning process because I had learned earlier to adapt to new situations.

From the drama class I took, I learned to control my body language. I now smile only when I want to smile. My smile is no longer automatic and uncontrollable.

I had two negative experiences and those were my encounters with Mr. Ken McClellan, the Assistant Director. It was because he did not believe in the program to which I was assigned. He was, however responsible for the total program. Everytime I would see Mr. McClellan, I would be smiling and I felt he took my smile for stupidity and weakness. In place of my smile I now appear expressionless. I feel that the negative encounter did not impede my progress because I grew faster than I would have if I hadn't had that experience.

There are no possibilities of other students being placed here unless they have majors in the physical or biological sciences. The Department created a position to aide me in obtaining my career objectives. However, if a student wanted to work in a similar position, then a course in Organizational Psychology would be beneficial. The Project did everything it could to enhance my experience at this agency.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Mary Hudak

Placement: Training for New
Careers in
Psychology

Agency Supervisor: Ms. Doris Nash

This fieldwork assignment was largely a straightforward task of collecting data requested by Dr. Grossen and Ms. Doris Nash. There were many opportunities to practice and enhance interpersonal relationships. Opportunity was also provided in smooth and efficient data collecting techniques. Very little original or creative thought was required. The reality of the complexity of statistical evaluation was brought to light. Any factors which have restricted the scope of my activities would include the limitations which prevented me from learning more about statistical procedures and their outcomes. The feedback to the trainee has been minimal; however, I have assumed that my work performance has been of a satisfactory nature.

I found the work somewhat uninteresting and believe that my attitude reflected a sometimes non-enthused worker. Other than the initial misunderstanding as to expectations, I believe that my obligations were successfully completed. I did very much enjoy working in the office with Ms. Weeks, Mr. Sabeh, Mr. Baynes, Mr. Sweem and Dr. Blakely.

This job was appropriate, and very much appreciated, under the extenuating circumstances. It would not be especially appealing or insightful for most Project students. Skills which I believe to be important since participating in this fieldwork assignment are: interpersonal skills and statistical expertise.

In any situation where many supervisors are involved, it is important that messages and expectations be smoothly relayed. Since the

student is "at the bottom of the pile", so to speak, it is well that "top to bottom" expectations are consistent. I realize that this is difficult because all along the continuum there are individual values and interpretations/understandings. However, both the student and the staff must strive for consistent and smooth relaying of expectations and information in order to insure maximal comfort for all as well as the fulfillment of the contract, explicit and implicit.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Coleen Ireland

Placement: Children's
Receiving
Home

Agency Supervisor: Mr. Richard Laughlin

I have found the past fourteen months of fieldwork at the Children's Receiving Home to be a fulfilling and rewarding experience. By interacting directly with children I have learned to understand many of the problems young children and adolescents have, and to offer alternatives to much of the aggressive behavior most of the children display at this agency. I have learned to be spontaneous with positive feelings toward people, whereas before it was difficult to express my good feelings. I attribute this change in myself to my interactions with the children. The children respond happily to any show of affection no matter how small. I understand their background of neglect and their "starvation" for positive strokes. I give them the needed strokes whenever possible, but am firm when I need to be.

I have expanded my communication skills by interaction with children and staff. I have also learned to be more diplomatic. Working with people of such varied age, one must be able to communicate on many levels. One must also be able to enforce rules which seem unfair to the children and still be on good terms with the children and staff. In accomplishing these things I feel I have succeeded, but using these skills is an on-going learning experience.

I have found this to be a good foundation for my future in working with children. There do not seem to be many unlocked facilities where one can be free enough to interact and share learning experiences with such a varied group of children and where the group changes

weekly. Since working at this agency, I have changed my desire to work with small children. I now prefer to work with adolescents; I am more effective and better understand the actions of this age group.

This is a good agency to get background experience in working with children. As far as long-term employment is concerned, the pay does not seem to be enough for the work and emotional strain involved. There is no retirement plan and not much room for advancement to a supervisory position at this time.

The rules for children and staff are very inconsistent. The rules vary according to the supervisor on duty at the time. This fact applies to the staff dress code too. Of course, there is a basic set of rules that are to be followed, but depending upon which supervisor is on a particular shift, one knows what limitations are going to be enforced. This is inconsistent because much depends on the mood of the shift supervisor. The inconsistency covers a wide range including: enforcement of rules, dress codes, planning of activities, and more.

For anyone who can work in a changing environment, not always for the better, there is usually an opening. Communication between staff and children is a drain on energy, and many times the custodial aspects of the job outweigh the psychological aspects. For anyone who is qualified and can put up with all of the above, there is a sound learning experience awaiting them.

I have not heard this agency's attitudes on anything concerning the Project. I have heard that they have been pleased with the past Project students and my work. I have been offered a full-time job when I graduate this January. Incidentally, two former Project students are working at this agency in semi-supervisory positions.

I really did not have any big personal obstacles to overcome for this job. My main difficulties arose with the inconsistencies of management of staff and children. I have learned to make adjustments and not let my philosophies collide with the agency's.

I have found the following classes to be helpful in my position as a Child Care Counselor: Classes in Childhood Development, Drugs and Behavior and Crafts were enriching and helpful in planning activities. I have found the background classes in psychology good because I have been able to understand much of the reasoning behind many types of behavior. I feel a strong basic background in psychology is needed to be most effective in this job.

I suggest that any person who cannot be consistent, honest, fair and diplomatic stay away from this agency. It is also important to stay out of the personal politics because if one cannot fulfill the basic qualifications listed above, continuation is doubtful.

This agency is an excellent place to get on-the-job training to work with children. Most of the staff are helpful and willing to give any needed suggestions for improvement. They also show the short cuts of how to deal with difficult situations. The job is far from boring. If one likes children and is willing to adapt one's present life to the changes in the agency, then this can be an experience enhancing job. It has helped my growing process to expand in many ways; I am sure I am not cognizant of all of the ways as yet.

I have found that by being left to myself I do better. This is not a bad reflection on my fieldwork supervisors. It is just that my supervisors prefer to deal with me directly and I prefer to deal with them indirectly. I appreciate being able to openly discuss any problems

that may arise with my current fieldwork supervisor and I respect her honest responses.

I cannot think of any ways the Project can enhance my experiences at this agency. I have not needed the Project's help beyond the acquisition of the placement. I do say this may not be true for all students who are placed at this agency. There are many adjustments to make, and I was lucky enough to make most of the needed adjustments.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Gloria Jones

Placement: South Area Mental
Health Clinic

Agency Supervisor: Mr. Ron Toppila

I was placed in the Peer Counseling Division of the South Area Mental Health Clinic. The Peer Counseling Division is made up of high school students who counsel elementary and junior high school students on a one-to-one basis. These elementary and junior high school students are having problems at home, school or in the community. Peer counseling is a good source of prevention for juvenile delinquency for both counselees and counselors. The counselors are required to spend five hours per week with the counselees. The high school students must complete a six week training period before they are assigned a student. I also went through the training session. The training helped me to develop skills in interpersonal relations, communication, leadership, and the use of community resources.

While working in the Peer Counseling Division, I supervised the female counselors, made home visits, and administered psychological tests to the counselors and counselees. In supervising the counselors, I had an opportunity to visit many homes and to become involved with community projects that would not have been possible had I not been placed at the South Area Mental Health Clinic. I also participated in two day camps for disadvantaged children. Some of the activities for the children were a nature walk through Capitol Park, tours of the State Capitol and the University of California at Davis, swimming, playing baseball, and going to the movie. The children benefitted socially and educationally from these activities. It was helpful to me to see how

a little love, attention, and time can change the attitude of a child.

My agency supervisor, Mr. Ron Toppila, gave me many opportunities to broaden my experience in the mental health field. He made arrangements for me to spend time in the Crisis Clinic, South Six (in-patient clinic), attend Child Task Force meetings, and to help write a proposal for a grant for the peer counselors. Other staff members were also helpful.

I feel that there are several ways the Peer Counseling Division could be improved. One way would be to have a full-time woman peer counselor supervisor. Another way would be to give the graduating counselors an opportunity to become fieldwork supervisors if they continue their education beyond high school. They could also attend conferences and share information with other peer programs in the state.

My placement at the South Area Mental Health Clinic has been very helpful to me. Because of the direct contact with the adolescents in classroom, recreational, and counseling settings, I have gained knowledge that will help me to work with adolescents and to deal with their problems. Also, I feel that I am better qualified to deal with the parents of adolescents.

In conclusion, I have found the experiences at this agency to be sociologically, educationally and personally fulfilling. It gave me an opportunity to test some of the skills that I learned in a didactic setting and to gain experience working with individuals undergoing emotional and/or mental conflicts.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Judy Jones

Placement: North Sacramento
Child Care Center

Agency Supervisor: Mr. David Storms

I have been working at the North Sacramento Child Care Center since June 28, 1976. My job title is Volunteer Student Aide. I have no assigned duties; so, I am free to work wherever I wish. This work includes reading to the children, playing games with them, and assisting the teacher with instructing the younger children. The staff are all pleasant people with whom I enjoy working. They all seem to be genuinely interested in making my fieldwork assignment a valuable experience.

Rules at the Center are designed to teach patience, courtesy, neatness, and to teach the children to consider the consequences of negative behavior. There are seventeen children enrolled in the pre-school section and six children in the first and second grade section. Any person who works with children of this age needs a certain amount of patience and understanding. In some situations it is necessary to let the child who has been misbehaving see that what he is doing has made someone angry or hurt someone. Many times children do not realize that they can hurt someone.

In addition to working at the Center, I have been asked to attend staff interview and evaluation sessions at the children's section of the North Area Mental Health Clinic on Mondays. I expect to gain experience in family counseling techniques as well as gain a knowledge of what sort of problems troubled children exhibit.

Without the possibility of observing at the Mental Health Clinic,

I would not feel that this placement was at all valuable to me. I have worked as a teacher's aide for Operation Headstart and at another child care center and I really did not feel that I needed the experience of working in a child care center again. However, because of the problems that occurred with my original placement, I realize that this was the only way to fulfill my obligations to the Project.

My supervisor, Mr. David Storms, is the only one of the Center's staff members to meet with my fieldwork supervisor and Dr. Blakely. I feel that their interactions with Mr. Storms have helped to make my fieldwork experience meaningful from a psychological viewpoint. The first week of my placement, there was talk from the head teacher that there were "too many adult bodies around". However, by being helpful and showing myself to be genuinely interested in the Center, I feel that I have managed to avoid an otherwise difficult situation.

I really do not believe that a fieldwork position at the North Sacramento Child Care Center is valuable or necessary to the "New Careers in Psychology" Project because the duties involve mostly babysitting. However, the possibility of observing actual psychological interviews at the North Area Clinic has helped to make the experience somewhat valuable.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Patricia LaMarr Placement: Sacramento Area
Agency Supervisor: Ms. Dorothy O'Connor Mental Health
Association

During the year and a half I have worked at the Sacramento Area Mental Health Association (SAMHA), I have performed many different functions. I have done some work in public relations, arranged three large fund raising events, and for a semester served as Student Administrative Assistant to the Executive Director. Most recently, another student and I worked on further development of the Community Friends Program. This program utilizes volunteers to work on a one-to-one basis with persons convalescing from mental illness. I have also had the opportunity to work with a convalescent for a three month period. This experience is not available through any other agency in the area. The young woman with whom I have worked has had difficulty in adjusting to community life after hospitalization. I feel that the counseling skills I have gained through my classes have been a real asset in dealing with her on many occasions.

I feel that my psychological skills have been used in each area to which I have been assigned. I know my professional growth has been greatly enhanced by my fieldwork at this agency.

In general, the agency's job description matched well with the actual duties performed. The job descriptions and assignments were new each semester for me.

I mentioned in last year's final evaluation that some of the professional staff are threatened by paraprofessional people working at the agency. I realize that this is a universal problem, not peculiar

to this agency. It is a problem I felt more this summer than last. It definitely restricted the scope of my activities and my ability to accomplish the job assigned to me.

The possibility of a student being employed by this agency is very good providing there is an opening. Many of the SAMHA staff are on the B.A. level.

The general attitude of the agency toward the Project and its personnel is a good one. Many "Training for New Careers" students have been placed at SAMHA. I believe there is respect for the Project because students are so closely supervised.

The fact that I am flexible had much to do with my being accepted initially as a fieldwork student at SAMHA. I was willing to become involved in indirect services which the agency found to be unusual for a student. Because of this flexibility, I was given the opportunity to work on many different projects.

A large part of my personality is my enthusiasm. This is a positive quality to have at this agency if one is a member of the staff. I found I was sometimes able to breath new life into tired ideas. As a student with this quality, it did not always work out well because the staff found it to be threatening. My enthusiasm proved to be a real asset in my work in public relations. Openness and a willingness to learn were also of value at SAMHA in combination with a certain amount of assertiveness.

A student at this agency must walk a fine line between functioning as a staff person and always keeping in mind his/her student status. Professionalism is expected in all areas. Abnormal and Clinical Psychology are academic courses I would recommend for fieldwork students at

this agency. Also, any courses in interpersonal relations and counseling would be helpful.

All in all, my experience at this agency has been extremely valuable. I have received good training and in return I have made a contribution. I would recommend the continuance of this agency for field-work students. It is a fantastic place to gain first hand knowledge about community mental health.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Joyce Mack

Placement: California Youth
Authority

Agency Supervisor: Mr. Sam Kamada

At the very onset this fieldwork placement promised to be a fulfilling, interesting and challenging learning experience. My expectations have been more than fulfilled and I have gained more knowledge and insight into the world of juvenile delinquency than the combination of theoretical knowledge gleaned from the academic learning environment.

The uniqueness of my position at this agency has been influential in the degree of knowledge garnered. Being viewed as a volunteer by the wards and not as a staff member gained for me easy access into the juvenile group. Although I was subject to directives from the staff on the dorm, I was rarely called upon to assist in staff duties. This, therefore, placed me in a more autonomous position during the periods spent on the dorm and I was able to establish and maintain contact with the wards and initiate informal counseling sessions.

The duties of the "youth counselors" posed a constant source of frustration for me because their function is clearly based on the aspects of security and the maintenance of order rather than that of counseling. Thus, therapeutic gain is minimal for this population. Despite the realization that other factors account for this role conflict, for example, insufficiency of staff and additional expenditure, I opine that rehabilitation of these youngsters via intensive and extensive counseling to be most crucial for their adjustment to society on their discharge.

Although Transactional Analysis (TA) is a therapeutic model for

this dorm, its use appears to be confined mainly to the small group sessions held twice a week and not as a tool for ongoing daily interactions between staff and wards. From my observations, it appears that the reasons for this are due to the following factors: 1) the "older" counselors, who represent about ninety percent of the dorm staff, are internally opposed to change from the traditional and stern parental role to the innovativeness of the "Adult-Adult" of the TA model. 2) the unawareness of the delinquent subculture of many of the staff is also an obstacle in their understanding of these young people. 3) the social-cultural and economic gap between the staff and inmates is often not taken into consideration in dealing with the wards and enforcement of the dominant values provides for added pressure on this population.

My observation of these underlying factors on this dorm greatly added to my awareness and it provided me with a baseline for my own interaction with the wards. In my opinion, my greatest effectiveness lay in the fact that I am a mature female Black. I say this because, apart from my ethnicity, I felt accepted as a surrogate maternal figure among all of the residents regardless of their ethnicity. I also felt comfortable with this identity in dealing with the wards. In my interaction with the black wards, I felt even more comfortable in this role because I was the only mature female Black in their environment.

The formal psychological aspect of my placement, the testing situation, has provided me with some invaluable experience which I don't think could have been gained in an academic setting. I recognized that having the theoretical background in psychological testing is of definite advantage to maximize the actual testing in a clinical setting. However, the quantity and quality of reading material made available to me by

Messrs. Kamada and Ohlson were of great value to partially fulfill my lack of theoretical knowledge. Thus, nearing the termination of my placement, I am able to independently administer the Raven Progressive Matrices and the Kent E-G-Y and to score and interpret them. I have also become familiar, albeit to a lesser degree, with the administration of the Wechsler, the Draw-A-Person, H-P-T and the MMPI. However, the graphing and interpretation of the MMPI and the aforementioned tests are not as well comprehended as the Raven and the Kent E-G-Y.

As far as the attitudes of this agency are concerned with respect to the Project, I cannot offer any feedback except to state that Dr. Somerville, who is personally known by Mr. Ohlson, the Chief Psychologist, has been highly spoken of and always in a positive manner. The only negative feeling of which I was aware occurred during the early phase of my placement as it was felt that the supervision expected by the Project was superfluous, and that the seriousness of the ramifications of observation during test administration had not been taken into consideration by the Project. Mr. Kamada also felt that inasmuch as he was designated my supervisor that Mr. Sweem's consultation with Mr. Ohlson was not protocol. Although Mr. Kamada did not convey this in so many words to me, I was sensitive to this feeling as I was also aware of Mr. Sweem's visit to Mr. Ohlson and I do concur with his view that it did not adhere to protocol. However, during a telephone conference between the Director and Mr. Kamada the goals and objectives of the Project and the role of the Fieldwork Supervisor were clarified. Mr. Kamada and Mr. Sweem subsequently conferred by telephone and the issue of testing supervision was resolved to the satisfaction of the Director, Mr. Sweem, and Mr. Kamada. I do not think that this affected my

relationship with my supervisor although I recognize that this may have resulted negatively in its effect.

I hope that I will be afforded the opportunity to continue this placement during the Fall semester to reinforce the experience heretofore gained and to supplement and complement the Psychological Testing course I will be taking from Dr. Sherman. Messrs. Ohlson and Kamada have extended their willingness for me to continue in this sphere and I hope to realize this expectation.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Mr. Leonard Mitchell

Placement: Sacramento County
Department of
Parks and Recrea-
tion

Agency Supervisor: Ms. Cindia Casagrande

Although I am quite familiar with the term recreation leader and what it implies, ironically it was my first day on the job during the orientation session when the realization of what I would be doing during the next eight weeks became clear to me. At that moment it was a terrible letdown. This was because I expected something that would be more consistent with the guidelines of the "New Careers in Psychology" program. In other words, I expected that the job would be more psychologically oriented. My initial impression was that in essence what I would be doing for the next eight weeks was playing with children. Emotionally, I was in a very low state of mind.

However, when the actual work commenced, I found out that it was not as simple as that. I recalled a statement that Mr. Peter Ngissah, the instructor for the paraprofessional techniques class, had made in reference to his assignment when he was a student in the program. He said that he was on his own and, if he didn't apply himself, no one was going to take him by the hand and show him what to do. As a result, I decided that I would apply myself and get as much out of this experience as possible.

Of course it would be simple to just let the children romp and play until it was time to go. It was also possible that we could give them the benefit of our experience and education and make every event a learning experience. I, along with my co-worker, chose the

latter approach. There is an unlimited amount of learning that can be gained from working with children, regardless of the way in which you do it.

I found that my limited experience in psychology and the things that we had learned in class were a necessary prerequisite to fulfill my obligations as required by the agency. I also learned that on this particular job, my work was not restricted to the children but that I would, from time to time, have to deal with the parents. It was in this area that my knowledge of psychology really helped.

On one occasion, an irate parent came over and wanted to know why her son was always being sent home and why he was always the one being blamed. She was very upset. Her first statement was that she wanted to see someone over here about her child.

I will not go into detail, but what happened was that I discovered that the mother was presently involved in counseling herself. Furthermore, the child had been in a special class and there was an on-going problem regarding the child, herself, and the father who no longer lived with the family. The child's problems in our program were merely an extension of the ones at home.

I listened very attentively to all of this and gave opinions when I thought it was necessary. This involved my working overtime (for which I did not get paid) but I acquired personal satisfaction and a friend to the program. The parent went home much relieved and with a greater understanding of who was working with her children. She learned that we were not there just to play with the children, but that we were, if anything, overqualified for what we were doing.

The fact that I am Black and most of the children are White has proven to be a most valuable experience for them and for me. I learn as much from them as they from me. I personally hope that this will help to increase their understanding of people of color in later life.

The job description is actually a manual which details what one is supposed to do regarding carrying out an effective program. It is stated in the manual that if the program is effective, the children will return. We average between thirty and fifty children a day and as a result of that, I feel that the program is a good one.

Nevertheless, I feel that the program could be far better if we were given the necessary supplies to accomplish some of the things that are within the area of our knowledge and much demanded by the children. But as it is with most agencies there is always a shortage of funds.

Although I have been asked if I would be available on a part-time basis once the summer program is over, the possibility of full-time employment is almost nil. This is due primarily to the racist attitude that is prevalent in the County Parks and Recreation program as a whole. I am aware of the fact that this is a very sensitive area and I am expressing a personal opinion. However, it is a matter of record and has been documented. Ironically, there is a Black who is the head of the agency. My immediate supervisor is a black intern. The woman who works with me (who happens to be white) made me aware that my supervisor is constantly undermined in carrying out his duties. In conversing with him about the possibility of future employment, he concurred that being a Black was the main obstacle to gaining employment in the agency. Other than a secretary and a pre-school teacher,

he knew of no other Blacks in the agency. This includes the main offices of the county. He stated that there were two yard men or janitors at the Gibson Ranch. So, if you are a psychology major and interested in helping people and do not want to be detoured by the ugly heat of racism, it would be best that you look elsewhere.

With the exception of not understanding exactly what "New Careers in Psychology" was about and how the fieldwork supervisor could fit the role as stated since one of the prerequisites for the job was the ability to perform without direct supervision, the supervisor of the agency had no response regarding anyone else connected with New Careers. Ms. Casagrande failed to understand what purpose my fieldwork supervisor fulfilled, since he had no immediate knowledge of what I was doing and mainly asked questions. She suggested that I should be the supervisor and he, the worker. To her, the position of fieldwork supervisor for New Careers was a big joke. I attempted to correct this viewpoint but to no avail.

The strengths and weaknesses of my personality and performance as they relate to interactions with the agency's personnel are not really applicable for the simple reason that I have no contact with the agency's personnel other than my immediate supervisor. I report directly to my job every day and once a day my supervisor (who is not the head supervisor) makes a routine visit to see if everything is all right. Once a week we have a staff meeting to make plans, requests, and discuss real differences in regard to the overall plan of the program. (Strengths or weaknesses of personality do not really come into play, simply because all aspects of the staff meeting are

restricted to the budget.) Within that area, I exert the strength of my personality whenever possible. If my personality reflects a weakness, it will result in a complaint to the agency from the parent of one of the children and I am sure that this, in turn, would be reported to the Project.

Because of information furnished by me in the original interview and in my resume, I am approached from time to time to work the teen center. I deal with problems concerning teens and ways in which I see that program can be improved.

The racism that I spoke of is in regard to seeking permanent employment. But as for the job that I have been doing, there have been no attitudes or behaviors that were detrimental in relation to the performance of my tasks.

When I first learned that I would be working with children, the initial aspect that entered my mind was that it required lots of patience. Although others knew me as being very patient and understanding, I was apprehensive of the fact that I would be working with a large number of children every day, especially when I was mainly concerned with the aged. I further felt that some preparation was necessary. To enhance my patience, the first week on the job I went fishing every morning. If you are a fisherman, then you know that this can be a totally frustrating experience, at times, if you don't catch fish. It was this method that I used to strengthen my patience. My personal growth in the area of working with children came as a matter of course. Sooner or later, one grows to love them. I know most of the children we work with by name and some little thing

about them that I can comment on. This is very helpful when a parent comes to pick up her child and you can call them by name and comment on some activity that is of personal interest to them.

If one was interested in working with this agency in the recreation program, I would suggest that the individual take a course in child psychology and some basic educational courses that are required for those who hope to become elementary school teachers. Courses in arts and crafts would also be beneficial. One must be active and willing to participate in games that children play. It is most valuable to the child to have the instructor participate in some activity that is designed for them, or to be able to relate to the child the instructor's knowledge of the event. History is also a very important course. Children often want to know what a certain holiday means and why they celebrate it. Current events are another necessity. This particular agency wants a jack-of-all-trades. It is not enough to be intellectual. I am currently designing an exercise program for the aged.

Near the end of the program we are scheduled to take a plane trip and it will be necessary for me to explain how planes fly. Such is the nature of working with children.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Sandra Necco

Placement: South Area Mental Health Clinic

Agency Supervisor: Sam Colenzo, M.S.W.

Placement with the South Area Mental Health Team has allowed me to become involved in the many sub-units of the University of California, Davis Sacramento Medical Center. The services within the larger medical complex with which I have become involved are: the Mental Health Clinic, the Psychiatric Crisis Service, and the Inpatient Psychiatric Service. Within each of these services, I have been specifically concerned with the interviewing, evaluation, diagnosis, and treatment of patients. While I have worked relatively independently on a one-to-one basis with my clients, there have always been supervisory personnel and resource persons available when I was in need of professional advice and guidance. In addition, regularly scheduled supervision times have always been available. The agency job description has coincided very closely with the work I have performed. I do not believe that the scope of my responsibilities has been restricted in any manner. In fact, the tasks given to me to perform have far surpassed my initial expectations. Future employment at the medical facility, in my present capacity, is not possible at my present educational level. Apart from that, funding significantly affects the availability of positions for clinical personnel.

My assimilation into the medical complex work force was accomplished easily, primarily because of the positive responses from the

agency personnel involved. Admittedly, the staff is very busy and scarcity of time limits personal contact. However, once a regular work routine has been established, this usually ceases to be so great a problem. Dr. Blakely, who has served both as Fieldwork Coordinator and Fieldwork Supervisor, has been well received by the agency supervisors. The ability to work with a variety of personalities, while being cognizant of the stress sometimes involved in situations at the Medical Center, helps one to function well and maintain harmonious relationships with others.

If I have been successful at my fieldwork placement, it has been because I have felt an honest desire to learn and have had enthusiasm for my chosen profession. This, coupled with the ability to be self-starting and to work independently, has allowed me to increase my clinical knowledge and to improve the skills I possessed previously. My confidence in myself and my actual ability have increased considerably since I have been allowed to perform in my field. The positive feedback and expressed confidence coming from my supervisors have acted to encourage and motivate me. In this sense, my overall personal growth has been enhanced.

Students interested in this type of placement should be flexible, open-minded, able to think and work independently, and, most important, have a sincere regard for their fellow human beings. Mental health is concerned with the sufferings, strife, and ugliness of the world and, as such, can sometimes be a depressing area in which to work. Moreover, the greatest satisfaction comes, not from the positive feedback from the agency staff, or Project personnel, but from the people

whose lives you have touched in some small way. Compassion, sensitivity, and the ability to be reasonably objective about the system and your own capabilities and limitations are true assets in the area of mental health.

I would advise any student interested in this placement to plan to spend at least two full semesters and one summer at the Clinic. Time is needed to acquaint oneself with the agency and to come to feel comfortable within it. Time is also needed to explore the vast diversity of experiences available to the student within the medical complex.

The value of the experience I have gained at the Medical Center has been immense. Placement with the South Team has allowed me to be at the very hub of the medical complex. For this reason, my experiences have been consistently varied and challenging. Actually working within the system permitted me to confirm the decisions I had previously made about my future career. The actual work experience has provided me with a yardstick against which I have been able to measure myself. The experience has encouraged my belief that I do possess the abilities I need to be successful in this type of work; I also became aware of how much more there is to be learned. Much of the learning which did take place is not available within the academic environment. Therefore, I am already ahead of those students who have not been so fortunate as to have had this experience. The practical, on-the-job learning will be useful to me as I am now more aware of the pitfalls of the mental health system and thus, have a realistic view to combine with the more theoretical, academic one.

I believe the Fieldwork experience has directly affected my being accepted into a graduate program of study. I do not know of any way in which I might have secured entry into such a field-work experience except through the New Careers in Psychology Project.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Lacey Nye

Placement: Senior Health Day
Care Center

Agency Supervisor: Ms. Helen McCarthe

I believe this agency to be the best place to have direct contact and dealings with the elderly. Furthermore, the seniors who come to this agency come from diverse ethnic backgrounds and different social class levels. Many of the seniors come from foreign countries and have held jobs ranging from domestic workers to professionals. Age is a tremendous leveling agent and it is fascinating to see how people cope with the changes that aging brings to their lives. The seniors also demonstrate various physical and mental handicaps to which they adapt with varying degrees of success. This has been a priceless opportunity to become acquainted with seniors and grow to understand and help them with the problems unique to the aged. I have learned that seniors are emotionally giving and anyone who works with them will be rewarded in this manner.

One factor that limited my following the job description was the Center's closing one week after I started work. Therefore, I did not have as much direct contact with the seniors as I otherwise would have. I did small group counseling, one-to-one counseling, case work, assisted participants with obtaining appointments with other agencies, clerical tasks, and completed the intake process of new participants. I also did home visits, evaluations, and canvassing. Much of the outreach activities would have been curtailed if the Center had been open.

This agency is flexible. They are concerned with the trainee's

interests and desire to place the trainee in an area that would be most beneficial. I wanted to be involved in all aspects of the agency and I feel that I was. At this time there are no employment opportunities at this agency.

In general, there were good feelings towards all involved with the Project, and the agency would be very receptive to having another Project trainee. I was treated as an equal by everyone at this agency and given every chance to learn and grow. For example, I participated in two workshops sponsored by the California State University, Sacramento Social Work Department for which I am eligible to receive credit.

Off hand, I know of two weaknesses that caused me some difficulty in my placement. The first relates to initiative. I am not as much of a self-starter as I feel would have been beneficial. This agency has the flexibility for someone to develop their own techniques and to implement them. Because of this weakness, I did not fully take advantage of this opportunity. The other weakness is that I became so loyal to this agency that I found it difficult to be objective when an outsider was being critical of it. My strengths are my willingness to be involved and my capacity to change and grow with the given situation.

Anyone who acts like "they know it all" will annoy this agency, as will someone who is strictly territorial about their duties. At this agency, a person has their specialty, but everyone helps everyone else. Both clinical and abnormal psychology would be of use, but a class in counseling techniques would be even more important.

My supervisor, Ms. Helen McCarther, went out of her way to be helpful and gave constructive criticism when needed. I was aware of no professional jealousy and felt that she was concerned about my getting the most from my training. I think that the Center should continue to be a fieldwork placement position, not only because geriatrics is so important, but because this model project has a willingness to share any knowledge they have with the student.

I would recommend that the Project give the students brief descriptions of the different areas where there are field placements available. This would aid the student in making his/her selection. Simply having the job description book to look through does not seem to be enough.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Jeanette Sanchez

Placement: Sacramento Area
Mental Health
Association

Agency Supervisor: Ms. Dorothy O'Connor

I feel that this fieldwork experience has been a productive one for me. It has been difficult at times, and exhausting, but a learning experience in many ways. In working at the camp for emotionally handicapped children, I acquired many tools. In working with these children, I have learned a process which I call "mellowing". In other words, it is the ability to bend with the children, in activities and behavior. The best plans for activities do not always work. It becomes a process of sorting out those things which are important from those which can be overlooked. As an adult, it is easy to see a child's point of view and realize his right to be human. I feel that giving a child the freedom to explore the world is an important asset in working with children.

In working with Community Friends and at camp, I feel these are necessary tools. It has also been rewarding and it has been fun. In many of my fieldwork reports, I have mentioned the word "fun". I feel that in order for a child to enjoy and learn, I must also convey my enjoyment to that child. I was able to become sincerely involved in the children's activities. I liked my position. I feel that the children sensed this and it enhanced our relationship. My enthusiasm and efforts to make the camp a good experience were assets.

My involvement in song leading was a unique experience for me in the mental health field. I am very glad I was able to gain experience

in teaching songs to the children. I now have a large group of songs with which to work. It will be very beneficial to me in the future, and in working with children on any level.

In the organization of Community Friends, the job description is similar to my function. In Community Friends, a number of goals are set up with the friend and an attempt to reach these goals is the basic function of the program. It is arranged on a one-to-one basis, which is a different type of experience. I feel that it is a good experience to work with patients on a one-to-one basis. Because Community Friends is a volunteer program and such a unique one, the job possibilities are very limited. However, my experiences with the program will enhance my employability. As far as this specific placement is concerned, I feel that it will not lead to employment at this time.

In my field placement at the camp for emotionally handicapped children, my experiences have been very broad. There is no particular job description for the duties I performed. I spent the first portion of the placement in administrative tasks. These tasks involved such things as looking for materials, making up a training booklet and planning activities for camp. There was only a small group of people involved in these tasks which reduced the camp's functioning and hampered us in certain aspects. Many of the counselors were uncooperative in the administrative tasks and this made the camp situation more chaotic. I feel that more participation in this area would have been more helpful.

I spent the latter portion of my field placement working as a counselor at the camp. This was very exhausting and entailed a great

deal of energy. I was also involved in song leading for the children. As with the placement at Community Friends, I feel that this position will not lead to employment. It was a pilot project for the summer only. But as far as teaching me skills which make me more employable, I definitely feel that it was valuable. I feel my further involvement with the Sacramento Area Mental Health Association will lead to employment. There are many facets to this agency in which I may become involved.

In working with Ms. Dorothy O'Connor on my Community Friends placement, she has always been very supportive and I have felt free to go to her with problems. But because of the nature of Community Friends, I worked more with the Community Friends Social Workers. Ms. Bea Hansen, a Community Friend referral's social worker, has been very supportive. She has been available but has also allowed me the freedom to work independently with the referral. In working with the camp, there was no particular supervisor. It was a joint project. I did not spend a lot of time dealing with specific supervisors, but worked independently.

In my encounters with the personnel at the camp, I feel that we had a good relationship. We worked well together and were able to discuss problems concerning the children. In discussing my own strengths and weaknesses, I would like to discuss a few main areas. I feel that I was able to sincerely become involved in the children's activities. I enjoyed working with the children and liked my position. The children perceived this and it was beneficial to our relationship. Because of my previous experiences, I have some basic skills which were helpful in this placement. My music background was beneficial

and made portions of the camp experience more enjoyable for the children. I have also worked with groups of children on previous occasions and this was also helpful.

My inability to say "no" caused problems at times. I tended to be too quick to volunteer for activities and often found myself bombarded with too many projects, especially before camp began. My tendency to take on too many activities is, in my opinion, a weakness on my part. In working with the children I was too strict at times and wanted them to enjoy the activities that I would like them to enjoy. This was a problem for all the counselors at the camp. I feel that this was the most difficult part of working at the camp. Many of the planned activities would fail, which was very frustrating and annoying at times. It took practice to ignore this frustration and move on to another activity smoothly. I feel that, as camp progressed, I was able to do this. I learned more than anything else the meaning of the word patience. I learned to keep quiet when little things occurred. I gained skills in working with children in groups. Those behaviors that bothered me at the beginning of camp were passed off as having little importance as the camp progressed. I now have an abundant array of songs to teach children, and this is very beneficial to me.

I feel that it is important to stress that the Community Friends program is a very draining position. It is very different from working in an agency with many individuals. The relationship with a Community Friend referral is a close one which carries a lot of responsibility. It is not considered to be a counseling situation. Instead,

it is a relationship more related to friendship and companionship. One must be able to detach oneself after the visit is over. There are certain goals which are mutually agreed upon. These include such things as a plan to teach the Community Friend referral to ride the bus, etc. It is important to have a realistic outlook concerning this relationship. Three months (which is the commitment with each Community Friend referral) is a very short time span and goals may or may not be accomplished. After the relationship is terminated, it is very important to be able to separate yourself from the responsibility of the referral's life. The Community Friend referral may or may not improve after your encounter.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Geri Wells

Placement: Sacramento Area
Mental Health
Association/
North Area Clinic

Agency Supervisor: Dr. Ken Patton

My position as Assistant Director of the summer recreation camp for emotionally handicapped children required interactions with various agencies and community leaders. This helped me to become more aware of community resources and inter-agency relationships in the area of mental health in Greater Sacramento. I also gained a better understanding of the way in which mental health workers are forced to operate within the bureaucratic system. As a result, I now realize the many obstacles that delay the delivery of mental health services and the passing of needed legislation. In addition, I experienced more directly the significance applied to seniority, titles, and degrees of professionalism and the way our mental health system reinforces the competition between them.

My experience with the children in camp and their parents helped me to recognize more accurately which of those children were in need of direct or indirect psychological services and what behavioral techniques were appropriate for each situation. Working daily with the same children, I learned much about their responses to various aspects of their lives. I found once again that the evaluations and concomitant labels ascribed to these so-called emotionally handicapped children are quite arbitrary, although they do provide the child with some services that are potentially helpful to him/her.

My experience with the mental health system and with the principles

utilized in the field of community mental health enhanced my commitment to the consumer of mental health services and has reinforced my desire to assist in providing those services more effectively. While working directly with the children, I have further realized the importance of maintaining some personal objectivity in regard to their individual needs without sacrificing emotional involvement. This involvement insures the effectiveness of the individual counseling process, while objectivity is necessary in order to extend that support by providing programs for other persons with similar needs.

My actual experience with these primary issues in the area of mental health provided me with survival skills as I enter the field as a paraprofessional. These survival skills could only be developed through active participation in the mental health system. Although prior theoretical analysis and critical analysis of the existing social order aided me in recognizing and evaluating various aspects of my experience, the empirical knowledge gained from that experience is of utmost importance in attaining expertise in the field of mental health.

In my fieldwork position I had the advantage of being a participant within the system while maintaining an objective viewpoint as a nonprofessional or "outsider". This vantage point was unique in that once a member of the mental health delivery system, I will no longer be able to regain the same perspective of that system. If I were a nonprofessional without the opportunity of working within the system, I may have missed the opportunity of previewing the system as a working mechanism and the opportunity of developing the necessary survival skills.

The description of tasks to be performed by the camp Assistant Director was quite accurate. The time and energy each task required was fairly congruent with my expectations. Nevertheless, there were many obstacles that delayed progress which I had not expected. For example, the inter-agency theoretical conflicts and lack of motivation of many staff members often blocked further action. The staff's lack of experience with and knowledge about the camping experience also added to the difficulties encountered. A further problem was the bureaucratic procedure which must be followed in order to procure funds for the project. The camp was conceptualized long before plans were initiated, and many tasks could not be accomplished in the short period of time allowed. The time conflict was resolved by compromising some of the goals, reducing the length of the camp, sacrificing some activities, providing transportation by staff members, and utilizing the staff to the fullest extent.

Since the camp was a pilot project, its continued existence depends upon whether it is considered a priority for County funding. It may be possible that the position of Camp Coordinator (perhaps a more appropriate title for my position) would be the only paid position outlined by the proposal. All staff would be interns or paid counselors from the Sacramento Area Mental Health Clinics. The camp is conceived as being held for approximately six weeks and it should reach out to more children in the area. The pilot program was held for only two weeks and was restricted to children in the North area of Sacramento due to transportation limitations. The scope of the program may demand that interns be utilized since the manpower investment necessary from the clinics would exceed practical

limitations. In essence then, the feasibility for employment is negligible. However, my experience with being Assistant Director of the program prepared me for further employment whether it is as Camp Coordinator or as a counselor in some other capacity. If the camp is funded, the staff positions could be filled by interns in the Project.

Both of the agencies involved in the preliminary work on the camp were generally quite receptive to the Project and Project personnel. However, my agency supervisor from North Area Clinic felt that the Fieldwork Coordinator took a more active role than necessary and he seemed to feel anxious about the role of the Project Director. The Mental health Association's representatives seemed very comfortable with all facets of the Project and were even concerned that the camp be a success this summer for my sake as a Project Trainee.

The position of Assistant Director demanded the following character traits: leadership ability, confidence, enthusiasm, good listening skills, objectivity, goal orientation, organizational skills, stamina, "realistic idealism", compassion, motivation, responsibility, assertiveness, honesty accompanied by tact, mobility, knowledge of program planning and behavior techniques, presentability, lack of moodiness, and willingness to cooperate.

I believe that at times I was too idealistic in that I expected more out of the staff and the camp than was possible. I agreed with many staff members that a really good camp required more preparation time and more experienced staff. As I became more realistic, I realized that we could plan a camp, a fairly good one,

within the time limit required. I sometimes became so task oriented that I overlooked some personal factors and individual concerns. This tendency was much to my disliking and sometimes resulted in inter-staff tension. I sometimes became discouraged with the lack of motivation by staff, lack of community cooperation, lack of agency support and lack of initiative, responsibility and concern of co-workers. I felt that I needed more knowledge of techniques to instill motivation. Like any person, I became tired and moody at times which conflicted with my work. However, I believe I generally fulfilled my position as necessary in view of the job to be done. I value awareness and it helped me to be cognizant of my weaknesses and to learn by my mistakes. I found my leadership ability and confidence were my greatest assets. My tendency to be well organized and motivated increased my effectiveness in my efforts to coordinate all aspects of the camp. My honesty, assertiveness, cooperativeness and tact in my relationships seemed to be effective also.

A definite advantage in such a fieldwork position would be a working knowledge of group leadership, experience with leading groups of behavior problem children in an uncontained area and knowledge of fundamental recreational techniques. It would also be helpful to have some personal music, games or crafts skills to share with the campers. Someone who must receive direction or one who has little commitment to the cause, and especially one who has little patience with human weakness or demanding children would simply be inappropriate for either position, Assistant Director or staff person.

The position of Assistant Director was a new one with very few limitations; therefore, it was a difficult position to define. The agencies had little knowledge of the requirements for such a position because they knew little about the dynamics of recreation and camping. Thus, there was little training being done although we were all learning from the experience.

I believe that the camp, being a pilot project, was not expected to be excellent or nearly perfect. Therefore, a trainee was appropriate in the position of Assistant Director to see that the program was organized. As a continued project, however, I would expect much improvement upon our original program. Thus, I would recommend a more experienced individual such as a recreational therapist as coordinator. As camp counselors, psychology interns with recreational experience or recreation interns with behavioral training would be recommended.

If a pilot program of any type is to be coordinated by an intern, I would recommend that only one agency be involved. Too many inter-agency conflicts arise to force the intern into a position of arbitrator, trying to cooperate with both agencies simultaneously. In addition, I would suggest that the intern's position be more clearly defined to avoid trainee-supervisor confusion regarding leadership roles. The agency supervisor should be a consultant and training person from the sponsoring agency who would inform the trainee of agency functions, the role he expects of the trainee and what procedures would be most effective for accomplishing the task.

TRAINEE'S FINAL FIELDWORK EVALUATION

Trainee: Ms. Bonnie Winstead

Placement: Public Conser-
vator's Office

Agency Supervisor: Mr. Richard Narver

My fieldwork experience was useful and important to me in that it has enabled me to develop a view of the mental health system. This system is organized in such a way as to create and maintain illness. To the system and those associated with it, mental health means conformity. The patient must conform to every aspect of the system.' Those patients who deviate from the expected behavior are reported to have poor chances of recovery. In this position, I have been able to gain a philosophical view as well as a psychological one. Psychologically, the experience has been partly devastating. There is a tremendous amount of mental patients in Sacramento and many of them are referred to Conservatorship because of the legality of confining a person against his or her will. Although the amount of experience obtained was vast, I hesitate to state that it was entirely unique to other areas of mental health. I do feel, however, that the legal aspect of Conservatorship, as associated with the confinement of the mentally ill, was unique in itself. The proposed conservatee may protest Conservatorship and request a court or jury trial.

Although many trips were made to the court house, for legal hearings and to the hospitals for the writ hearings, I did not have the chance to view a jury trial. This aspect of mental illness (legal aspect) is probably not associated with any other area of mental illness, but since I did not participate in this area, I am unable to describe it adequately.

The agency's job description as compared to actual tasks performed is fairly accurate and consistent with actual job training. The student will perform all of the duties outlined in the job description, if the agency returns the interviewing of referrals back to the individual workers instead of having a single worker handle them. The student begins slowly and is eased into the mainstream of the office routine. A worker is assigned to the student to train him or her in the correct procedures. For the student, the job is limited only until he or she can handle situations alone. The student is then afforded all the privileges of the regular Conservatorship Officers. The student has to study the Lanterman-Petris-Short Act and is given a test to determine how well he or she has absorbed the different code sections. On this test, the student is expected to think abstractly and to be familiar with certain sections, almost to the point of memorization. The job is broader, however, than the actual description. A possible reason for this is that there are many social agencies involved with the agency; hence, it is difficult to describe all of the actual functions in which the student will be involved.

The agency's attitude regarding the Project Director is a positive one. I did not discuss the Project Director with my supervisor with regards to Project performance, etc. I feel that the only way to assess his attitudes would be to ask him. The Project as a whole is viewed as necessary and meaningful. The personnel feel that the county should refund the project; many of them hate to see the position end because of the quality of students sent them. Others in the agency feel that the Project is great and only related positive comments.

The Fieldwork Coordinator is another position that can only be commented on by the Supervisor. The summer Fieldwork Supervisor was well liked by everyone who came into contact with her. Many commented on her appearance, and she was liked by many on that basis. I feel that the agency's attitude toward the trainee was a positive one. Many of the agency personnel were concerned about my future plans and hoped that I would be offered employment there.

I do not feel that I possessed attitudes that hindered my progress. It was very hard at first to become acquainted with the agency personnel. The agency is almost totally comprised of the dominant culture; there are only four minorities in the agency, none of whom are Black. As a Black, I went through many adjustments regarding ethnic jokes and racial slurs. Although I do not believe these were directed toward me personally, the effect was similar. As time passed, however, the ethnic jokes subsided to some extent.

I realize that most of the agency personnel were prejudiced, but I felt that the best way to handle the situation was to become emotionally detached. I also realized as time progressed that many of the friendly smiles were not friendly. Yet, I managed to assimilate to such an extent that my color was depersonalized to many of them. My desire to do well at the agency helped to give me an equal footing. However, from the first day of employment when a worker was showing me around and made the comment: "I don't mean any harm, but don't steal nothing," I realized that I was being watched. I have been employed for over a year at the agency, and there have been two complaints -- both coming from the same person.

One of the complaints concerned the fact that I was photo-copying

a calendar. This worker reported me for copying the calendar, but was told that I was following orders. The other incident involved the transferring of money from conservatees' savings accounts into their checking accounts. This person told my supervisor that I had taken money out of the accounts when it was not necessary. I explained to my supervisor the reasons for the withdrawals and that I was withdrawing the money as I had been instructed to do. This person was so determined to report my errors that she made an error in pointing out the fact that one account did not need withdrawal, when the ledger clearly showed the account to be overdrawn.

These drawbacks did not become obstacles for me because I have learned to ask questions of the other workers when in doubt about a certain procedure. There are five workers and they all have different methods of solving problems; I did not let this aspect bother me for I learned to adopt a method that worked for me.

The student who desires placement at the Public Guardian's Office should possess a wide breadth of skills which include: the ability to write clear reports and correspondence, to do simple accounting, to work and think independently, and to converse intelligently with conservatees, professionals, public, and co-workers. The student should also possess skills in the usage, recognition, and familiarity with psychological terms and symptoms; therefore, a course in Abnormal Psychology and/or Clinical Psychology, which cover psychological taxonomy, is essential. The ability to listen and observe effectively is also important. The student's general appearance should be neat but not gaudy. Everything the student

does should be in moderation, since this is a very conservative agency.

My fieldwork position was a good one. The personnel were friendly, or tried to be, and there was always someone in the office if advice was needed. The training of the student can be considered unique in that it prepares the trainee to work independently.

If the trainee is hired, he or she will be fully prepared to assume the responsibilities for employment on a full-time basis. The possibilities for employment were good at the Public Guardian's Office, but since the position has been eliminated, there is no need to comment on such.

The student who enters the agency will find the supervisor, Mr. Narver, to be a very ehlpful, considerate, and nice person with whom to work.

APPENDIX T
GRADUATES OF PROGRAM - 1976

GRADUATES OF PROGRAM - 1976

INSTITUTION: California State University, Sacramento

TRAINING PROGRAM: Training for New Careers in Psychology

<u>Name</u>	<u>Entered Program</u>	<u>B.A. Degree Received</u>	<u>Post-Graduation Plans</u>
Behnk, Jennifer	9/75	8/76	Ms. Behnk plans to continue her volunteer activities at the Community Counseling Center of Oak Park on a part-time basis after graduation. She has an excellent chance of obtaining one of the paraprofessional positions that will be available soon at either the South Area Mental Health Clinic of the Community Counseling Center of Oak Park.
Chappell, Ruth	9/74	8/76	Ms. Chappell has applied for the position of Training Officer I with the State of California Department of Food and Agriculture and successfully passed the written examination. Her current fieldwork position with the Affirmative Action Division will not be refunded next year. Therefore, she will return to her former position of Dairy Laboratory Technologist.
LaMarr, Patricia	9/74	8/76	Although Ms. LaMarr resigned from her placement prior to graduation, she has an excellent chance of being hired by the agency when a position becomes available next fall.
Necco, Sandra	9/75	8/76	Ms. Necco will enter the Master's Program in the California State University, Sacramento School of Social Work in the Fall.
Nye, Lacey	9/74	8/76	Ms. Nye will be moving to San Jose immediately after the end of fieldwork. She plans to continue doing volunteer community mental health work and to apply to a Master's Degree program in Social Work.

<u>Name</u>	<u>Entered Program</u>	<u>B.A. Degree Received</u>	<u>Post-Graduation Plans</u>
Wells, Geri	2/76	8/76	Ms. Wells had not originally planned to remain in Sacramento after graduation. Since her plans have changed, she is seeking employment as a Counselor with the Sacramento Comprehensive Youth Program.
Winstead, Bonnie	9/74	8/76	Ms. Winstead will be taking examinations for full-time employment with the Public Conservator's Office in August of 1976, and depending upon the present hiring freeze, she has an excellent opportunity for full-time employment with that agency.

APPENDIX U

LETTERS OF APPOINTMENT AND CONFIRMATION
RE: ACTING DIRECTOR 1976 - 77

COPY

To: David Ballesteros, Dean
School of Arts and Sciences

April 8, 1976

Re: Appointment of Professor Frincke to New Careers in Psychology Project

From: John Brackmann, Chair
Psychology Department

In accordance with a motion passed by the faculty of the Psychology Department, I am pleased to recommend that Professor Gerald Frincke be appointed Acting Director of the New Careers in Psychology for the Academic Year 1976-77 while Dr. Addison Somerville is on sabbatical leave.

JB:cs

cc. Gerald Frincke
Addison Somerville

April 23, 1976

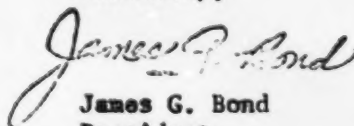
Dr. Stanley F. Schneider
Chief of Psychology Education Branch
Division of Manpower and Training Programs
The Department of Health, Education and Welfare
National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

Dear Dr. Schneider:

As you know, Dr. Addison W. Somerville, will be on sabbatical leave for the academic year 1976-77. I am writing this letter to confirm the appointment of Dr. Gerald L. Frincke, Professor, as Acting Director of the "Training for New Careers in Psychology" Project during his absence.

I want to assure you of the University's continued cooperation with the Project and reaffirm our financial support of this successful program. As I mentioned to you in my letter of February 13, 1975, we will be able to commit approximately \$20,000 to the Project for the coming year.

Cordially,


James G. Bond
President

cc: E. James Archer,
Vice President Academic Affairs

Addison W. Somerville, Ph.D.
Professor of Psychology and
Project Director

APPENDIX V
IN-SERVICE PROJECT WORKSHOP

PROJECT WORKSHOP
PSYCHOLOGY 241G
SPRING 1976

TRAINING FOR NEW CAREERS

FRIDAY - APRIL 30, 1976 - 6:00 to 10:00 p.m.

6:00 - 6:30 p.m.	Catharsis ("Bonus" pay - time owed)
6:30 - 7:00 p.m.	Evaluate present application form
7:00 - 8:15 p.m.	Discussion regarding interviewing Project applicants
8:15 - 8:30 p.m.	Break
8:30 - 9:00 p.m.	Agenda for May 7th Project meeting
9:00 - 10:00 p.m.	Discussion of Goals and Objectives of Project

SATURDAY - MAY 1, 1976 - 1:00 to 5:00 p.m.

1:00 - 3:00 p.m.	Project Goals and Objectives (continued) Includes: Role Playing, How Would You Answer Typical Questions asked about the Project, etc.
3:00 - 3:15 p.m.	Break
3:15 - 4:00 p.m.	"Brainstorming Session" - Input from Ms. Doris Nash, regarding suggestions for changes of last summer's experience to make this summer operate as smoothly as possible. Input for summer course.
4:00 - 5:00 p.m.	Wrap-Up.

SATURDAY - MAY 8, 1976 - 8:00 a.m. to 5:00 p.m.

8:00 - 10:00 a.m.	Discuss general procedures for tutors to move into position of Fieldwork Supervisors (a) Sign up at Foundation for payroll (b) Business Cards (c) Job Descriptions (d) Mileage regarding stipend students (discuss limitations) (e) Rationale for student changes; will not be assigned same students as when tutoring (f) Procedure for student coverage in case of emergencies. Tell students to contact Director or Coordinator in case Supervisor is not available when problems arise.
10:00-10:15 a.m.	Break
10:15-12:00 a.m.	Regular conferences and schedules (a) Meet weekly with each student (in addition to contacts with agency personnel) (1) weekly reports to Coordinator by Friday noon (2) same format as for tutor reports (b) Meet weekly with Coordinator, Friday afternoon (1) turn in tentative, typed schedule (3 copies)

of agency visits and student conferences for following week: Coordinator, Director, Office.

- (c) At least one personal contact with agency supervisor per week, plus phone contact (contact as necessary to resolve any problems that arise).

12:00- 1:15 p.m.

Lunch

1:15 - 3:00 p.m.

Agency Contacts

- (a) Dress code - for Supervisors and students
- (b) Define good rapport with agencies, i.e., frequent and tactful contact
- (c) Some students may have more than one supervisor at an agency; know them all
- (d) Obtain students' schedules for their placement (plus a copy for filing in office)
- (e) Obtain 3 evaluations for each student (review new form)

3:00 - 3:15 p.m.

Break

3:15 - 5:00 p.m.

Students' fieldwork reports

- (a) Samples of good reports
- (b) Criteria for acceptable reports (modify guidelines so they are more specific)
- (c) Discuss proofreading, importance of feedback to students, returning unacceptable reports
- (d) Procedure
 - (1) Students turn in reports at Wednesday night class
 - (2) Supervisors proofread and critique - initial reports
 - (3) Give to Coordinator at Friday conference if report is acceptable
 - (4) Return to students at Wednesday class
 - (5) See that students return reports to office for filing
 - (6) Reminder: some students continue after 7/16/76; must continue to write reports

SATURDAY - MAY 15, 1976 - 8:00 a.m. to 5:00 p.m.

8:00 - 9:00 a.m.

Discussion of Progress Report

- (a) All staff must assist in preparing report
- (b) Statistical evaluation will be completed by Dr. Grossen, Psychology Department
- (c) All personnel will work together on final report; no final checks will be issued until report is completed.

9:00 -10:30 a.m.

Details of Progress Report

- (a) Prepare early! Develop files, gather materials.
- (b) Allocation of responsibilities

10:30-10:45 a.m.

Break

10:45-12:00 a.m.

Discuss possible modification of segments of report

12:00- 1:15 p.m. Lunch
 1:15 - 2:30 p.m. Modification of forms
 (a) Application form
 (b) Financial Aid Statement
 (c) Guidelines for Fieldwork Reports
 (d) Guidelines for Final Fieldwork Reports
 (e) Evaluation forms for Coordinator, Supervisors, Tutors
 2:30 - 2:45 p.m. Break
 2:45 - 4:00 p.m. Discuss agencies
 4:00 - 5:00 p.m. Wrap-Up

SATURDAY - MAY 22, 1976 - 8:00 a.m. to 5:00 p.m.

8:00 -10:00 a.m. Discuss agency placements
 10:00-10:15 a.m. Break
 10:15-11:00 a.m. Supervisor-Student Assignments
 11:00-12:00 a.m. Discussion
 12:00- 1:15 p.m. Lunch
 1:15 - 2:30 p.m. Supervisor responsibilities regarding records and evaluations
 (a) Fieldwork checklist
 (b) Fieldwork Report Form
 (c) Final evaluation of each student's performance
 (d) Critique of final reports of students
 (e) Evaluation of each agency position
 (f) Evaluation of supervisors by Coordinator and vice versa
 2:30 - 2:45 p.m. Break
 2:45 - 5:00 p.m. Evaluation of Workshop
 (a) Input regarding success, value of workshop
 (b) Utilization of summer experience for "follow-up" input for future workshops; What should have been covered that wasn't?

APPENDIX W

NEW AGENCIES' JOB DESCRIPTIONS
AND LETTERS OF COMMITMENT

THE ARNOLD HOMES FOR CHILDREN, INC.
AND RE-ED WEST SCHOOL
P.O. Box 568
4455 Fair Oaks Blvd.
Carmichael, California 95608
483-0543 or 481-8010

Services: Arnold Homes for Children, Inc. is a Residential Psychiatric Treatment Center, licensed by the California Department of Mental Hygiene, to serve neurologically handicapped/emotionally disturbed children ages five to twelve. The population consists mainly of children from lower middle income families in the Bay Area, who qualify for welfare assistance, or children of military families, financially assisted through the CHAMPUS Program. The average length of residential treatment for children is fourteen months. The children live in groups of six, in six community residences owned and staffed by Arnold Homes.

Services provided for the children include:

- 1) Complete psychological, psychiatric and medical evaluations from professional consultants;
- 2) Individualized treatment programs (day treatment for approximately 40 children or residential treatment for 36 children);
- 3) Individualized learning through Re-Ed West School, which is a fully certified and accredited private school and a division of Arnold Homes.

The emphasis of the treatment program is three-fold:

- 1) To help children relearn adaptive, appropriate behaviors, through intervention in the area of symptomatic behavior.
- 2) To remediate academic deficits through individualized teaching in classrooms of ten children, a certified teacher, a trained teacher aide, and a recreation therapist.
- 3) To facilitate family growth and understanding of the child's difficulties, through interaction with the child's family and community. Regular family contacts are maintained through a Liaison Social Work Department.

Job Title: Assistant Behavioral Technician.

Job Description: Under the direction of the classroom teacher and behavioral technicians, the assistant technician will help to implement programs of treatment involving the acceleration and deceleration of adaptive and maladaptive behaviors, giving the child a greater ability to function successfully in his present and future environment. The assistant may also be asked to work with children on a one-to-one basis in a variety of academic areas that require remediation.

THE ARNOLD HOMES FOR CHILDREN, INC.Job Description, continued:

The student should have a knowledge of: report writing skills, basic principles of Behavior Modification; some experience working with children would be valuable. Also must be unafraid and able to deal with aggressive behavior. It would also be helpful, but not essential, for students to be familiar with Goal Attainment Scaling, Glasser's Reality Therapy, and Dreikurs Logical Consequences.

PROGRAM FOR ADULT STUDENTS ADMISSION/REENTRY
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
454-6750

Services: Available to mature adults from the Sacramento community and to adult CSUS students in the form of counseling services. The Peer Counselors are involved in the administration and interpretation of vocational interest tests. The counseling staff are also responsible for exploring options with clients, providing accurate information, emotional support, and referring clients to services, department or agencies when appropriate. The nature of the service is information, assessment, counseling and advocacy.

Population Served: Adult population (defined as twenty-five years of age and older) who either are transferring to CSUS from a community college or those who are considering returning to school after a break in their education. Clients may or may not be interested specifically in attending CSUS. In addition to personal counseling, they also may need assistance choosing an academic area which will lead to increased vocational choices.

Job Title: Peer Counselor.

Job Description: Under the supervision of the Director of PASAR, the Peer Counselor will attend regular training meetings, maintain records on clients, acquaint himself/herself with materials available, and counsel individual clients seeking the service. The Peer Counselor also will serve as an advocate for the individual client which will provide realistic options. The staff member also will consult the Director on individual cases and request assistance in obtaining information sources. The major skills and qualifications needed by the Peer Counselor are as follows:

1. Empathetic listening skills
2. Ability to help the client in decision making.
3. Ability to help clients without developing a dependent relationship.
4. Ability to acknowledge to the client lack of information when appropriate--"The oath of ignorance."
5. Skill in making referrals which are accurate and supportive.
6. Conscientiousness in keeping appointments and being on time.
7. Sensitivity to her/his sex, ethnic, and age bias as it affects the counseling process.
8. Thoroughness in record-keeping and following established office procedures.
9. Concern for individual client.
10. Concern for the quality of the services of PASAR and willingness to offer criticism and suggestions for improvement.
11. Responsibility in regularly attending the training meetings.
12. Willingness to assist PASAR occasionally with routine office work and telephone coverage.

NORTH AREA MENTAL HEALTH CLINIC
ASSISTANT DIRECTOR
SUMMER RECREATION PROJECT
FOR
EMOTIONALLY HANDICAPPED CHILDREN

Definition: The Assistant Director will, under the direction of the Sacramento Area Mental Health Association's Committee for the Mental Health of Children and Youth, plan and organize two-week recreation group projects. The Assistant Director's immediate, on-site supervisor will be the Director, who will act on behalf of the Association. The CSUS supervisor will be Dr. Karen B. Blakely, Fieldwork Supervisor and Coordinator for the "Training for New Careers in Psychology" Project.

Tasks: Plan two recreation group projects, each to run four hours per day, five days per week for thirty pre-adolescent emotionally handicapped children, ages five through twelve; determine activities to be offered; determine method by which children may be selected to participate in the program; arrange for the selection of children in accordance with criteria established; determine the staffing needs in order to provide close supervision of the activities; establish the method by which program staff will be selected; interview and select staff; determine training needs for staff; give or arrange for the necessary training; determine equipment and materials required; arrange for appropriate equipment and other materials; determine transportation, parent or guardian permission, and other needs to be met in order for children to participate; arrange necessary transportation; arrange location; prepare program budget; arrange funding; clear the plans for and operation of the project with appropriate regulatory agencies; provide direct supervision for project staff; coordinate all aspects of the project with other agencies and individuals involved; prepare necessary correspondence; prepare reports; confer or consult as necessary; advise the Committee of progress and problems with respect to all aspects of the project; and carry out related duties as assigned by the Committee.

Employment Standards: Current enrollment in the California State University, Sacramento psychology program with senior standing. Experience in working with emotionally handicapped children. Knowledge of the development, needs, and abilities of emotionally handicapped children. Knowledge of recreation principles, methods, and resources. Ability to lead and supervise, interview, train, plan, budget, organize, and report, and to deal effectively with other persons and groups.

The Director: The acting Director is Kenneth Patton, Ph.D., of North Area Mental Health, 811-D Grand Avenue, Sacramento, CA 95838; telephone: 922-9868. The University supervisor is Karen B. Blakely, Ph.D., of "Training for New Careers in Psychology", California State University, Sacramento, 95819; telephone: 454-6860.

Mental Health Program

SERVICES: Available to students, parents, teachers, counselors, and County Mental Health Clinics in the form of direct counseling services, indirect consultation and communication clarification. The Project staff is involved in Mental Health need evaluation, family conferences, staff development, individualized programs for adolescents, and coordinating referral care with local Mental Health Service Agencies.

DISTRICT SERVED: The Project District covers a fifty mile radius using Central Sacramento as the compass center. The total Native American population is just under 20,000 for this area.

JOB TITLE: Community Mental Health Worker Assistant.

JOB DESCRIPTION: Under the supervision of the Mental Health Coordinator the student is to help maintain continuity of services to the Native American Community. The student is expected to communicate ideas to Mental Health Workers, Mental Health Coordinators, referral counselors, and other Project staff. Under supervision, he/she assists in client evaluations, counseling, interviews and referrals; assist the coordinator in performing psycho-social evaluations and family conferences; assist coordinator in maintaining good work relationships between the Mental Health Project and other Mental Health service agencies; assist coordinator in locating appropriate Mental Health referral services for clients; assist coordinator in the role of ombudsman for the client.

The student should have a knowledge of: report writing skills, basic principles of psychology, some understanding of the Project role as a Native American non-profit health service delivery system, and a basic knowledge of Mental Health service agencies. Course work in developmental areas such as psychology of ethnic minorities, counseling theory and technics, and adolescent psychology would be valuable. Some background in counseling theory and techniques, and assessment techniques is also essential.

SENIOR HEALTH DAY CARE CENTER
SACRAMENTO INNER CITY HEALTH CORPORATION
3400 Elvas Avenue
Sacramento, California 95819
457-9837

Services: Available to staff members, student trainees, participants, and family members in the form of direct clinical services, indirect consultation and communication clarification. The Psychologists are involved in assessment and evaluation, family conferences, staff development, writing individualized programs for emotionally disabled participants and coordinating with admission and discharge team.

Senior Health Day Care Center: The Senior Health Day Care Center is a center that provides day care for mentally and physically disabled adults. While at the Center, participants receive nursing services, physical therapy, nutrition, recreation, social services, social casework, transportation and laundry services.

Job Title: Psychological Intern and/or Psychological Assistant.

Job Description: Under the indirect supervision of the Executive Director, the intern is to help maintain continuity of services in the Center. The Intern is expected to communicate ideas to staff, participants and family members. Under supervision, he/she assists in assessment/evaluations, counseling and interviews; assist the Center staff in performing psycho-social evaluations and family conferences; assist in maintaining good work relationships between the Center and other community services agencies; assist in locating appropriate community referral services for participants.

The student should have knowledge of: report writing skills, basic principles of psychology, some understanding of the school as a political, social, and educational system, and a basic knowledge of community service agencies. Course work in areas such as Adult Psychology, Mental Health and the Elderly would be valuable. Some background in Counseling Theory and Techniques and assessment techniques is also essential.



COUNTY OF SACRAMENTO

T. G. CAMPBELL,
County Executive

DEPARTMENT OF PERSONNEL MANAGEMENT
GERALD M. PAULY, Director

Telephone (916) 440-7671

June 22, 1976

Dr. Addison W. Sommerville, Ph.D.
New Careers in Psychology
California State University
6000 "J" Street
Sacramento, California

Dear Dr. Sommerville,

This letter is in follow-up to our recent telephone conversation regarding the New Careers in Psychology Program. As discussed, due to budgetary constraints, Sacramento County will no longer be able to provide financial support for the 76-77 fiscal year beginning July 5, 1976. However, we will be able to provide worksite non-stipend training experience at no cost to the County.

Furthermore, since Bonnie Winstead is attempting to compete for an open position in the Coroner's Office, the County Executive staff has agreed to extend her appointment date from June 30 through August 27 so that she may acquire the necessary experience for the position she is seeking.

If you have any questions, please feel free to call Portia Siplin or myself.

Thank you.

A handwritten signature in dark ink, appearing to read "Peter Lorenzo, Jr.", is written over the typed name.

Peter Lorenzo, Jr., Supervisor
Special Employment

cc: Gerald M. Pauly
County Executive
Clyde W. Rainwater
Portia Siplin
Francy Wright
Rod Felion
Karen B. Blakely, Ph.D.

PL:PS:eg



SACRAMENTO MEDICAL CENTER
2015 STOCKTON BOULEVARD
SACRAMENTO, CALIFORNIA 95817

September 4, 1975

Addison W. Somerville, Ph. D.
Professor and Director
Training for New Careers in Psychology
Psychology Department
California State University
Sacramento, CA 95819

Dear Dr. Somerville:

Re: New Careers Program

In continuation of our previous programs, we are very pleased to be able to accept for the year, September, 1975, through August, 1976, three undergraduate psychology majors from your Training for New Careers in Psychology program.

In accordance with your request, I shall consult with the team leaders of our various catchment areas to secure placements in a variety of clinic-community settings.

We have been very enthusiastic about the performance of the students in the program during the past three years. We shall be pleased to consult with you and Dr. Blakely further in the course of the year with respect to the progress of the students.

Sincerely yours,

Arnold Meadow, Ph.D.
Professor and Head
Section of Clinical Psychology

AM/blm

cc Dr. Donald Langsley, Chairman
Department of Psychiatry

Dr. Morton Levitt, Associate Dean
School of Medicine

APPENDIX X
THE DYNAMICS OF LIFE WORKSHOP
COURSE DESCRIPTION

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

THE DYNAMICS OF LIFE WORKSHOP

by

Nora Durbin

Independent Study, Psychology 199

Addison W. Somerville, Ph.D.

Fall 1976

- I: The Dynamics of Life Workshop
 - A. Introduction
 - B. Goals and Objectives
 - C. Students' Expressed Interests
 - D. General Format of the Workshop
 - E. Personal Growth as a Concern of Education
 - F. The Structure of the Workshop
 - G. Communication as a Vital Part of the Growth Process and Group Process
 - H. Summary
- II. Evaluation of Books for Dynamics of Life Workshop
 - A. Preface to Criteria for Evaluation
 - B. General Criteria for Evaluation of Information Books
 - C. Personal Criteria for Evaluation
 - D. Special Criteria for the Gifted
- III. Evaluation of Major Textbooks (Per Contract)
 - A. Understanding Human Behavior
 - B. Psychology: A Brief Introduction
- IV. Suggestions as to Ways to Use the Books
 - A. Understanding Human Behavior
 - B. Psychology: A Brief Introduction
- V. Critique of Two Books Which Might Be Considered Functional for Use with Average Students
- VI. Annotated Bibliography
- VII. References

I. THE DYNAMICS OF LIFE WORKSHOP

A. INTRODUCTION

The Dynamics of Life Workshop for Mentally Gifted Minors prompted my interest in the survey and evaluation of possible resource books for the course. My contract is to evaluate the books in the context of the workshop. Therefore, in addition to the evaluation of books, I think it will be valuable to discuss the workshop as I see it. As I was working as facilitator, I was involved in an ongoing process of clarifying my psychological and educational philosophies; I was simultaneously attempting to meet the workshop objectives.

I have learned much from this process and feel that it is an inherent part of any evaluations I make regarding materials.

B. GOALS AND OBJECTIVES

The Dynamics of Life workshop was introduced as a new concept. According to the course syllabus, it was an opportunity for a small group of mentally gifted high school students to "try to understand themselves and others better by exploring any subject matter which develop(ed) around (their) needs, interests, and experiences." The workshop was moderated by me, a college student at the junior level. It was my responsibility to "facilitate the learning process by sharing (my) skills in understanding human behavior, library research, and language."

C. STUDENTS' EXPRESSED INTERESTS

The students' expressed interests were primarily focused upon inter/intra-personal relationships (parent-child, peer group, heterosexual, and self). Some specific examples of their stated interests included how to deal with "problems among parents and kids such as mother thinking that the house is hers and kids just live there and so their voice and opinions really are meaningless"; "confrontations with older people who feel they are right and give you no chance to explain your point of view"; "the feelings between a male and a female about their relationship"; "peer pressure to conform"; "being self-conscious or outgoing (cause.)".

D. GENERAL FORMAT OF THE WORKSHOP

Because of the students' expressed interests, the activities of the workshop were directed toward better understanding of one's personality and its development, communication as a tool for relating to others, and exploration of special areas, such as parent-child relationships, and learning. As the workshop progressed, additional topics of interest to the students were explored, e.g., alcoholism, psychotherapy, and marital problems.

The plan was to offer field trips, guest speakers, films, tapes, lectures, and classroom experiences. The students visited Starr King School for Exceptional Children and Del Dayo Elementary School's Mentally Gifted Minor Third Grade "Pull-Out" Class. Guest Speakers included: Dr. A.W. Somerville, who spoke on "Psychosexual Development

From Birth Through Old Age" and "Parent-Child/Teenager Relationships"; Mr. Peter Ngissah, "Differences in Cultural Attitudes Toward Mental Illness"; Ms. Mary Hudak, "Piaget in an Applied School Setting"; Mr. George Beebe, Director of Phoenix Fellowship and his guest, Mr. Zack McCoy, "Alcoholism"; Ms. Melissa McDaniel, "Going Away to a University"; and Ms. Carolyn Evarts, Marriage and Family Counselor, "Knowing Yourself and Others Better Through T.A.".

The students were introduced to psychotherapy by viewing films of a therapy session conducted by Dr. Carl Rogers and another by Dr. Albert Ellis--Client-Centered Therapy and Rational-Emotive Therapy, respectively. The students listened to a tape by Dr. Carl Rogers, "This is Me: My Significant Learnings."

In addition to the group experiences, the students were also encouraged to research and find answers to their own questions. As noted in the syllabus, "it is widely recognized that the best way to learn is through active participation, reasoning, and seeking out information rather than through listening to lectures."

The specialized areas the students selected for individual reading included: marriage, love as described by Erich Fromm, the psychology of sports coaching, the psychology of a personality in politics, transactional analysis, and why people don't help in a crisis.

E. PERSONAL GROWTH AS A CONCERN OF EDUCATION

I was particularly concerned with the "process" of personal growth in conjunction with cognitive and affective development.

My particular concerns were to encourage attitudes which enhanced self-worth/esteem, self-actualization, creative and divergent thinking, mental health, and worth of others. According to various sources, these are all legitimate concerns of education. Maslow's "hierarchy of needs" suggests that the process of "self-actualization" or "making the best of one's individual abilities" must be preceded by fulfillment of needs for "self-esteem". The authors of Discipline and Classroom Management: For Teachers Who Care, stated that the "teacher plays a key role in helping the child to fulfill the need for self-worth or esteem. A child's classmates also play an important role in helping him feel worthwhile. The teacher should, by personal example, help students to be supportive of one another so that the esteem need can be satisfied in a number of ways " (Bellon, Jones, Poirier, Somerville, 1968).

E. Paul Torrance, in Guiding Creative Talent (1962), spoke about mental health and creative thinking. He said,

Schools are legitimately concerned about the mental health of children, adolescents, college students, and adults. They would like to be able to help their students avoid mental breakdowns and achieve healthy personality growth. ...But what does all this have to do with creativity? Actually it has a great deal to do with creativity. There is little question but that the stifling of creativity cuts at the very roots of satisfaction in living and ultimately creates overwhelming tension and breakdown....

There is also little doubt that one's creativity is his most valuable resource in coping with life's daily stresses.

He commented further, adding that

Schools are anxious that the children they educate grow into fully functioning persons. This has long been an avowed and widely approved purpose of education. We say that education in a democracy should help individuals fully develop their talents.... Certainly we cannot say that one is fully functioning mentally, if the abilities involved in creative thinking remain undeveloped or are paralyzed. These are the abilities involved in becoming aware of problems, thinking up possible solutions, and testing them. If their functioning is fully impaired, one's capacity for coping with life's problems is indeed marginal.

Donald W. MacKinnon talked about the importance of the teacher's role in developing creativity in adolescents, in a paper entitled "Personality Correlates of Creativity" (1968). He said:

To grow creatively is not the easiest way to develop, and for some it may be too risky and dangerous an undertaking. Those who succeed reveal a richness and actualization of the self which the judgmental person, who in the extreme case prejudices experience and thus becomes the prejudiced person, can never achieve. More than most, creative persons are able to recognize and give expression to most aspects of inner experience and character, including the feminine in the case of the male and the masculine in the case of the female, admitting into consciousness and behavior much that others would repress, integrating reason and passion, and reconciling the rational and irrational.... Young adolescents obviously will not often show these traits of open-hearted expressiveness and balance which are so characteristic of the mature creative person. Moreover, it can safely be assumed that many youngsters who will eventually be characterized by these traits are during adolescence, troubled and disturbed, experiencing conflicts of role, crises in religious belief, uncertainty with respect to a multiplicity of possible life goals and so on.... It is in respect to this aspect of creativity--the openness to experience and the necessity of finding integrating and reconciling symbols--that the subtle and wisest skills of the parent and teacher as counselor are needed. My own thought is

that, when counsel of this sort can be given inconspicuously or casually in the directing of the teenager to more and more sources of knowledge out of which he can find the answers which he needs, such counsel will be most conducive to his creative development.

Torrence (1962), synthesizing the work of "M. Pherson (1960), Maslow (1954), and others" suggests that

primary creativeness comes from those who can play, imagine, laugh, loaf, be spontaneous, and accept their softness and femininity.* ...By synthesizing findings of various investigators, we might list the following as necessary conditions for healthy functioning of preconscious mental processes which produce creativity:

1. Absence of serious threat to self, willingness to risk.
2. Self-awareness--in touch with one's feelings.
3. Self-differentiation--sees self as being different from others.
4. Both openness to ideas of others and confidence in one's own perception of reality or one's own ideas.
5. Mutuality in interpersonal relations--balance between excessive quest for social relations and pathological rejection of them.

F. THE STRUCTURE OF THE WORKSHOP

The structure of the workshop became increasingly more important to me as a part of the learning process. Waskin and Parrish (1967) wrote that

teacher-pupil planning is a phrase frequently used in educational circles. It means planning educational activities with pupils so that the needs and desires they have and recognize are taken into consideration. It means that the teacher is constantly alert to see that the needs she knows exist

*The writer assumes they are referring to males only in the qualities of softness and femininity and the correlates for females would be toughness and masculinity.

for her students are also met. It means that teacher and pupils plan, work, evaluate together --and that in this process the skills necessary for democratic living are gradually developed.

The teacher-pupil planning model, which could easily be transposed to a facilitator-pupil planning model, suggests an opportunity to implement "one new goal", as proposed by Dr. Carl Rogers (1972). He would like to see the goal of education include that of "assist(ing) the young person to live as a person with other persons." His experiences as therapist, researcher, and educator led him to state that

young people start out without the foggiest notion of how to live in human, personal interaction--literally without any experience in real, interpersonal sharing communication with persons. Sometimes I feel our education has as one of its major goals the bringing up of individuals to live in isolation cages.

Dr. Rogers also said that it would arouse "profound fear in teachers and administrators" to include this one goal, because "for the teacher to become a person to his students reveals him as vulnerable, with moods, with feelings, making mistakes, occasionally inspired." He suggests that everyone in the educational system should first recognize that they are fallible and then

recognize that human interaction is something that will go on all through their lives and all through their students' lives, then they might be willing to include a real and open and sharing communication as part of the education experience. This would be an enormous start, a beginning preparation for living in the world of people.

The California State Department of Education (1973) made available a curriculum guide for the gifted students in which it stated that

New goals in education must emphasize capacity to use the social and physical environment in intelligent,

resourceful, and nondestructive ways. A human being is social, thinking, playful, and curious; he desires and decides, organizes and creates. Traditional educational goals recognize only that he knows and produces. We can no longer afford to be so limited....This curriculum guide discusses caring, honesty, self-knowledge, communication, the relationship between the individual and the group, authority, respect, criticism, and rejection. These are important educational concerns at a time when the survival of the species depends on the development of the ability of our ablest members to (1) understand the human condition; and (2) cooperate in creative solutions to human meta-problems.

The curriculum guide suggests a teacher model similar to the "Student-as-person Prototype professor" described by Axelrod (1973) in The University Teacher as Artist. The professor "emphasizes the personal development of the whole student--his total personality and not just his mind." His classes are organized around "a desire to help students develop as individuals, including growth in affective knowledge as well as cognitive knowledge." The model fits well within the framework of the "Dynamics of Life Workshop" and within the suggested goals of the curriculum guide, which was written specifically for mentally gifted minors, grades four through twelve. To quote the authors, "equal weight (is given) to cognitive and affective goals."

This writer would like to emphasize the affective levels in this paper, because these are less frequently attended to in classrooms. The affective goals are described as follows:

1. Receiving (attending). Involves being aware of the presence of certain phenomena and stimuli and paying attention to them.
2. Responding. Involves an amount of commitment or active intention by the learner.

3. Valuing. Characterized by expression of preferences and by behavior motivated by commitment to a value rather than by a desire to please the teacher.
4. Organization. Refers to level where the learner recognizes more than one value as relevant to a situation, examines the relationships among them, and organizes them into a temporary system subject to change as new values are learned and incorporated.
5. Characterization by a value or value complex. Involves behavior that is consistent with an individual philosophy of life and a personal code of ethics so that one can be described and characterized as a person by these pervasive controlling techniques. (1973)

G. COMMUNICATION AS A VITAL PART OF THE GROWTH PROCESS AND GROUP PROCESS

Virginia Satir, who is recognized as an authority in the area of family therapy, emphasized the vital importance of communication in nuclear families, in groups, and in the world. She views communication as growth inhibiting, leading to low self-esteem or growth inducing, leading to high self-esteem (1972). Communication was seen by Dr. Carl Rogers to be of utmost importance in helping students prepare for "living in the world of people" (1972).

The importance of communication in attending to cognitive and affective growth was emphasized in the curriculum guide (1973). The authors state:

It is hoped: (1) that school children will gain in knowledge and understanding of the ways in which we communicate with and relate to one another and will value these processes and relationships; and (2) that their future behavior will indicate that their personal value system places a high priority on clear communication and honest, caring relationships.

H. SUMMARY

My experiences as facilitator of the Dynamics of Life Workshop and my

view of the function, structure, and capabilities of the workshop will strongly affect my evaluation of possible resources for students. I view the workshop as an opportunity for students to better understand themselves and others--a place where they can learn about their psychological needs; learn about communication systems, both effective and ineffective; be exposed to ideas and people who can stretch their thinking; share the responsibility of planning for group projects, yet explore their own interests; experience sharing and communication of feelings, thoughts, beliefs, and knowledge.

In essence, I see the workshop as a place in which students can grow in affective as well as cognitive areas.

I see two problems with the workshop that might recur unless provision is made for them in advance: 1) the students are accustomed to the role of teacher as opposed to that of facilitator and will subtly resist any changes from the role they know and are comfortable with--the students' expectations seem to be that the teacher/facilitator role is somewhat that of an expert who should know all the answers, and 2) this workshop requires a great deal of personal commitment and involvement; I don't think that is a familiar student role at the high school level; there is also peer pressure to maintain a lack of involvement.

I would recommend that preparation for prevention of resistance and lack of involvement be made by such methods as those used in the article entitled, "The Therapeutic Community Teaching Concept in Behavioral

Science Education" (Bassin, 1974). I think the concept of TCTC is transferrable despite the differences in peer pressures and maturity level between the college age students it was used with and the high school students who would be in the workshop. Suggestions which may also prove valuable in planning ahead can be found in Teacher-Pupil Planning for Better Classroom Learning (Waskin/Parrish, 1967); also, Discipline and Classroom Management: For Teachers Who Care (Bellon, Jones, Poirier, Somerville, 1968).

I would strongly recommend the use of a contract with each student.

II. EVALUATION OF BOOKS FOR DYNAMICS OF LIFE WORKSHOP

A. PREFACE TO CRITERIA FOR EVALUATION

My evaluations take into consideration that a course in Psychology is already taught at Rio Americano. The Dynamics of Life Workshop would not seem to me to be in direct competition with it, even if a Psychology textbook were used, if the workshop stressed the social and humanistic orientation--this would include more of the individual growth and self-actualization model. The workshop could also move easily into communication and group dynamics to combine cognitive and affective learnings.

B. GENERAL CRITERIA FOR EVALUATION OF INFORMATION BOOKS (Huck, Young, 1968)

1. Accuracy and Authenticity

- a. Are facts accurate?
- b. Are facts and theories clearly distinguished?
- c. Do text and illustrations avoid stereotypes?
- d. Are different viewpoints presented?

2. Content

- a. Is this a general survey book or one of specific interest?
- b. Is the coverage of the book adequate for its purpose?
- c. Is the book within the comprehension and interest range of the age for which intended?
- d. Do science books indicate related social problems?

3. Style

- a. Is the text interesting and appropriate for the age level intended?
- b. Does the style create the feeling of reader involvement?

c. Is the language pattern clear and simple rather than heavy and pedantic?

d. Does the book encourage curiosity and further study?

4. Format and Illustration

a. Do illustrations clarify and extend the text?

b. Do different types of media maintain clarity of concepts?

c. Do size of type and use of space contribute to clarity?

5. Organization

a. Are subheadings utilized effectively?

b. Do the table of contents and index help the reader locate information quickly?

c. Does the bibliography indicate sources used by the author and sources for further reading by children?

d. Do appendixes extend information?

C. PERSONAL CRITERIA FOR EVALUATION

1. Will the text stimulate students' interests?

2. Is it broad enough to increase students' awareness of the field of psychology?

3. Is it visually appealing? not regular textbook size?

4. Does it encourage students to search for additional sources of information?

D. SPECIAL CRITERIA FOR THE GIFTED (Jacobs, 1963, in Teaching Gifted Children)

1. Is correct, up-to-date, precise technical information at the students' disposal?

2. In their expertness, are they highly critical of watered-down, insipid presentation of ideas?

III. EVALUATION OF MAJOR TEXTBOOKS

A. BRIEF DESCRIPTION OF BOOKS

1. Understanding Human Behavior: An Illustrated Guide to Successful Human Relationships, New York: BPC Publishing Ltd., Columbia House, 1974. (Book 1 of a set - Individual copies currently not available.)

This book is appealing to high school seniors as demonstrated by their requests for copies. The topics include an introduction to Freud, Jung, Kinsey, Masters and Johnson, dreams, stress, psychotherapy, extroversion-introversion, sexuality, heterosexual relationships, and love.

a. Pro

It is visually appealing because of its abundance of color photographs. The students were intrigued by the openness of presentation of current research on sexuality. It could easily be used to stimulate interest and discussion in areas of personal and social growth. The students were extremely interested in a study reported in the book about "What Men Imagine Women Admire" and "What Women Really Admire." The content of the book is relevant to high school students and presented in such a way that it would encourage further research.

b. Con

It was recently learned that this is not available as an individual book.

The coverage of introversion-extroversion is fairly extensive, but other theories of personality are entirely omitted. Ethnic minorities are not represented. There is no bibliography.

2. Psychology: A Brief Introduction, Wertheimer, Bjorkman, Lundbert, Magnusson, Glenview, Illinois: Scott, Foresman and Company, 1971.

This book offers a broad perspective of the field of psychology. Psychology is shown as a science which can help man better understand himself and others. The major topics include: Controlled Observation and Experiment, How We Get Information About Our Environment, Behavior is Directed Toward Specific Goals, Adapting to the Environment, Human Interaction, Individual Differences, and Applying Psychology to Improve the Man-Environment Interaction.

a. Pro

This book meets all the criteria of the evaluation; it is a general survey book, but the book itself is concise without being too general or too brief.

It would be a helpful guide in determining areas of study that students might pursue as a group and/or individually. The accompanying workbook suggests questions, exercises and books for further reading and exploration. The book is given visual appeal by the extensive use of photographs. The photographs also convey a feeling of respect for individual differences and seem to encourage human interaction. The teacher's resource book offers alternative methods of using the text.

b. Con

The students may respond to the book as just another textbook, rather than a resource for the workshop; however, I think this could be easily offset by facilitator enthusiasm and introduction of its content.

IV. SUGGESTIONS AS TO WAYS TO USE THE BOOKS

A. Understanding Human Behavior

I would suggest using this book as a resource for special reports because of the single copy available. It would be an excellent supplementary text if sold individually. I would give each student an opportunity to read a section and then give a written or oral report. I think the students will want an opportunity to read it for their own information, and this would allow them to do so--if the student is given enough time.

(Note: This book is not to be taken home, at Mrs. Wilkerson's suggestion. The study reported on page 71 was extremely successful as a class exercise.)

B. Psychology: A Brief Introduction

I see this book being used by students to gain ideas for individual research; a student could research an article or book and present it to the class--the rest of the class members could be responsible for reading the brief in this book in order to have some background prior to the presentation. For example, there is a brief on "Psychology and Law" on page 221; "Psychology Today" magazine had an article in one of their issues on how psychology students are being used experimentally to help select juries. Another format might be to use the "Jigsaw Puzzle" technique and have each student be responsible for reading and presenting information on a subsection in a given chapter. Films, guest speakers, field trips could easily be used to augment particular sections of the book.

V. CRITIQUE OF TWO BOOKS WHICH MIGHT BE CONSIDERED FUNCTIONAL FOR USE WITH AVERAGE STUDENTS

A. BRIEF DESCRIPTION OF BOOKS

1. Getting It Together: A Psychology Book for Today's Problems, Harrison, Payllis Anne, M.D., New York: Globe Book Company, 1973.

The basic subject matter includes presentation of topics about personality, physiological aspects of personality, health, understanding others and making friends, family relationships, drugs, and becoming an adult. The publisher states the grade level is Junior and Senior High School; the library indexed at the Senior High School level.

a. Pro

The book is a paperback of comfortable carrying size. It is written casually, but succinctly. It is visually appealing and includes photographs, poems, and cartoons. The perspective is that "if you are the person you were meant to be" you can then help with society's problems. The format encourages openness to others' differences and helps to remove stereotypes. I would recommend it for junior high school age (early teen years) rather than for use at the high school age. A pronunciation guide is located at the end of the book. The words give an indication of the reading level, e.g., achievement, glands, voluntary. The book contains study aids to increase interest and understanding. Affective learning is taken into consideration with suggestions for personal involvement; a section on "Talking it Over" encourages communication.

b. Con

The book is not intellectually stimulating. The reader is not challenged to stretch his/her mind. The concepts are overly simplified, e.g., conflict is described as a "battle inside yourself." The book does not encourage searching for answers. No resources or references are given for independent inquiry and further study.

2. Getting Acquainted With Psychology, Smith, Patricia A., New York: Springer Publishing Company, 1974.

The author states that "this text gives basic psychological information on people, how they act, why they act as they do, how they relate to each other, as well as pointers on various ways to approach the same situation or problem." The following topics are presented: Identity, Effective Learning, Social Roles, Frustration and Anger, Motivation, Values, Conformity, Intergroup Conflict, Hang-Ups and Helps, Occupational Choice, Marriage and Parenthood, and Consumer Psychology. The exercise is presented at the end of each chapter to allow the student to learn a psychological concept while learning about him/herself. The text could conceivably be used at both the junior and senior high school level.

a. Pro

The subject areas offer a broad base for helping a young person better understand him/herself. The inclusion of social roles, values and conformity are helpful in encouraging a student to question. The exercises offer the student an opportunity to

experience the information at an affective level. A reference resource list at the end of each chapter could be used as a stimulus for further exploration of subject matter. The size of the book is not cumbersome; it does not appear "textbooky" and bulky looking.

b. Con

There are no photographs which creates a lack of visual stimulation. The presentation of information is rather simplified in form. No studies are mentioned. The format seems to discourage intellectual reaching. Everything seems simplified to the point of not allowing one to see that there are still unknowns in the area of psychology and personal growth. However, the book could probably be used as a "basic" text. It would need the addition of individual student research into more technical readings to offer a challenge and to discourage the acceptance of simple answers. It seems to be written for a student whose occupational goals might include that of "policeman, mechanic, hairdresser, and vocational nurse."

VI. ANNOTATED BIBLIOGRAPHY

- A. Psychology: The Science of Behavior, Albert A. Branca. Boston: Allyn and Bacon, Inc., 1968.

The author offers a "scientific text for the beginning student."

The text includes perception, learning, motivation, personality, intelligence, and behavior disorders. Activities, thought questions and suggested outside readings encourage further inquiry and learning; they could be used for student projects. Appropriate as a resource for teachers and students. Conventional textbook appearance. Reviewed by APA.

- B. Readings in Psychology Today, CRM, Del Mar, California, 1969.

The source of an article reprinted for the students entitled, "Understanding Children's Art." Individual articles on topics in the general areas of psychological development, the sensory world, human function, personality, disorder and therapy, and social psychology.

The articles are in many cases written by well known psychologists, e.g., "Up From Helplessness" by Jerome Bruner. Excellent resource for teachers and students; stimulus for independent research.

- C. Psychology: Its Principles and Applications. Engle, T.L. and Snellgrove, Louis., New York: Harcourt, Brace, and World, Inc., 1969.

The authors of this book suggest that "a study of psychology should provide an appreciation of the ways in which the general methods of science can be applied to problems of behavior." The book includes units on the science of psychology, learning, understanding behavior, mental health, family and other small groups, and you and society.

A section on creative thinking and thinkers is included. This subject was not seen in other textbooks. It is a conventional text in

terms of format and design. Resource for teachers and students.

- D. The Teenager and Psychology, Gelinas, Robert P. and Gelinas, Paul J., New York: Richards Rosen Press, Inc., 1971.

An introduction to the areas of psychology that the authors feel would be most appropriate and relevant for teenagers. The writing is conversational in tone. Questions are asked and answered. Subject areas include environment and inheritance, intelligence, personality, emotions, and Freud. It seems to me to offer simplistic answers and doesn't encourage a questioning of ideas or research. No resources for further study are offered. Not recommended.

- E. A Source Book for the Study of Personality and Politics, Greenstein, Fred I. and Lerner, Michael (Ed.), Chicago: Markham Publishing Company, 1971.

Resource book for student research on personality typology and traits of "political persons." Contributions by well-known experts, including Harold D. Lasswell. Contains analyses of presidential personalities, e.g., Woodrow Wilson, Lyndon Johnson, Richard Nixon.

- F. A Soft Approach: Readings in Psychology, Hochman, Kaplan, Hazan, Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.

Excellent for interesting readings including two about Piaget; one about Erik Erikson's stages of development. Excellent resource for teacher and student.

- G. Psychology: Understanding Ourselves and Others, Tallent, Norman, Spungin, Charlotte, New York: American Book Company, Litton Educational Publishing, Inc., 1972.

The authors state that "at the core of the book is the idea of the student's learning psychology for the purpose of developing skills in understanding himself and others." The book is eclectic in approach. The subject areas include an introduction to psychology,

various aspects of personality and personality theory, intelligence, learning, psychological evaluation, drugs, and love. Highlights of the book are "features" within each chapter. One such "feature" was a brief biography of Dr. Kenneth B. Clark and his accomplishments. The format is visually attractive. Suggested activities, questions and additional readings would be useful for teacher or student as resources. Instructor's manual is available with suggestions for films. Textbook in appearance. Reviewed by APA.

- H. Psychology of Motor Behavior and Sport, Proceedings of the North American Society for the Psychology of Sport and Physical Activity, Wade, Michael G. and Martens, Rainer (Editors), Urbana, Illinois: Human Kinetics Publishers, 1974.

Resource book for student research on various aspects of psychology and sports. Includes sections on motor learning, social psychology, and special topics such as "Humanist Theory, the Counter-Culture, and Sport," and "Women and Sport: A Psychological Interpretation."

- I. Youth: Toward Personal Growth, a Rational-Emotive Approach. Tosi, Donald J., Columbus, Ohio: Charles E. Merrill Publishing Company, 1974.

Valuable information about Rational-Emotive Therapy as a tool for "human development and counseling" of youth; contains suggestions for specific age groups. Description of Rational Emotive Imagery and its usage. Included in the book is a revised version of the Personal Beliefs Inventory, an instrument used to measure specific levels of irrational thinking. Excellent resource book. Also possible to use as a text or supplementary reading by students; as a basis for discussion and implementation.

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APPENDIX Y

PROJECT TRAINEES 1976, - 77
ETHNIC BACKGROUND

1976 - 77 PROJECT TRAINEES

ETHNIC BACKGROUND

Seniors

<u>Stipend</u>	<u>Ethnic Background</u>	<u>Non-Stipend</u>	<u>Ethnic Background</u>
Agnes Allen	W	Alfred Brown	Bl
Mary Hudak	W	John Buck	W
Judy Jones	Bl	Jean Capel	W
Joyce Mack	Bl	Mona Farris	W
Jeanette Sanchez	C	Coleen Ireland	W
		Gloria Jones	Bl
		Leonard Mitchell	Bl

Juniors

<u>Stipend</u>	<u>Ethnic Background</u>	<u>Non-Stipend</u>	<u>Ethnic Background</u>
Beverly Howard	Bl	Carol Anderson	W
Jeanette Robinson	Bl	Monica Bradley	W
		Jerald Brantley	Bl
		Bobbi Cook	W
		Nora Durbin	W
		Kathryn Hammond	W
		Melvin Parker	Bl
		Alisa Wong	A/A

Ethnic Code

A/A = Asian American
 Bl = Black
 C = Chicana
 W = White